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Jean Yates, M.A.

Teacher, Georgetown University, Washington, D.C.
Corporate Linguistics Trainer

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SECOND EDITION

by Jean Yates, M.A. Georgetown University



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Mana Wanda to Practice



Introduction

The goal of "perfect pronunciation" is not to take your personality out of your speech. Indeed, mannerisms that give hints of your origin are charming in English. The goal is, rather, to speak so that people listen to what you say, not how you say it. The goal is to be understood the first time you say something, and to be confident and proud of the way you speak.

This book and tape are designed to help you pronounce English words, phrases, and sentences correctly, so that the meaning you intend is clear and the sounds are pleasing to the ear.

The materials are organized to help you get through the maze of English spelling so that you will know how to pronounce any new word. English spelling reflects the history of the words rather than how they are pronounced. The spelling of the vowel sounds, in particular, is an unreliable guide to their pronunciation. Also, many vowel and consonant letters are silent; they are simply not pronounced at all. Most importantly, however, the pronunciation of many grammatical markers systematically changes according to the sounds that precede them, and these changes are not reflected in the spelling. Native speakers do not even notice these changes, but make them automatically. You will learn to do the same thing.

The book is divided into five parts: Vowel Sounds, Consonant Sounds, Stress Patterns, Intonation Patterns, and Appendix. Each sound is considered separately, by sound rather than by spelling. There are instructions and diagrams to show you how the sound is made. Examples are given of the sound in all possible positions in a word or phrase, and examples are given of all possible spellings of the sound. The unique stress and intonation patterns of English, which often carry meaning, are described in detail, with examples for practice. The CDs include all of

these examples, modeled by native speakers, with pauses provided so that you can repeat them. The book and CDs also include exercises, quizzes, and practice materials to help you make sure you are hearing and producing the sounds correctly.

As the pronunciation of grammatical markers is vital for understanding, there are sections entitled "Usage Tips" throughout the materials. Pay particular attention to these sections. If you are a beginner, or have trouble making yourself understood, do these sections first, and continue to practice them.

Do not be discouraged if at first you do not hear the differences in sounds. You can train yourself to hear them. Follow the instructions for making the sounds; check yourself by looking in the mirror; tape-record your voice. Practice making the differences and you will begin to hear them.

The book and CDs are coordinated so that you can use them separately or together. To improve your understanding of English spelling and your recognition of written words, listen to the CDs while looking at the words and sentences in the book. When you listen to the recording without the book, simply repeat the examples during the pauses provided for writing, and do the written exercises later.

The symbols used to represent each sound are based on those of the International Phonetic Alphabet. Because many English vowel sounds are combinations of sounds, they are represented here by combinations of symbols. This is intended to help the learner form these sounds by combining their individual parts. The pronunciation symbols used by *The American Heritage Dictionary, The Random House Dictionary, The Merriam-Webster Dictionary, The Oxford Dictionary,* and *Longman's Dictionary* appear below, so that you may use this book as a pronunciation guide for any new word you look up in your own dictionary.

Guide to Symbols

Unit	Barron's	Longman's	Oxford	Random House	American Heritage	Merriam Webster
1	э	Э	eoiau	Э	э	ə
2	I	I	ĭ	i	ĭ	i
3	u	υ	00	000	00	ů
4	iy	i ^y	ē	e	ē	ē
5	uw	u ^w	$\overline{00}$	ōō	$\overline{00}$	ü
6	iuw	ju	ū	yōō	iu	yü
7	Λ	Λ	ŭ	u	ŭ	'э
8	ε	e	ĕ	e	ě	e
9	ow	อบ	ō	ō	ō	ō
10	oiy	OI IC	oi	oi	oi	òi
11	eə	еә	ë	â	â	a
12	eiy	еі	ā	ā	ā	ā
13	0	0	aw	ô	ô	Ò
14	æ	æ	ă	a	ă	a
15	æow	au	ow	ou	ou	aù
16	a	a	ah	ä	ŏ	ä
17	aiy	aı	ī	ī	ī	ī
18	рb	рb	p b	p b	рb	рb
19	t d	t d	t d	t d	t d	t d
20	k g	k g	k g	kg	k g	k g
21	f v	f v	f v	f v	f v	f v
22	ch j	tf ds	ch j	ch j	ch j	ch j
23	sh zh	∫3	sh zh	sh zh	sh zh	sh zh
24	s z	s z	s z	s z	s z	s z
25	l r	1 r	1 r	l r	l r	l r
26	mnŋ	mnŋ	m n ng	m n ng	m n ng	mnŋ
27	θδ	θδ	th dh	țK th	th th	th th
28	h	h	h	h	h	h
29	w y	w j	w y	w y	w y	wy

Part One English Vowel Sounds



Every vowel sound represents a syllable in a word.

Syllables are either emphasized and "stressed," or weak and "unstressed."

There are 17 different vowel sounds in English.

They all have "voice," which occurs as the vocal cords vibrate.

The tongue does not touch other parts of the mouth, teeth, or lips.

The vowel sounds differ by

- the distance between the lips
- the shape of the lips
- the length of time the sound is held

The vowel sounds are ordered in this book according to how open the mouth is. The first sound, $/\mathfrak{d}/$, is made with the mouth almost closed. As the lessons progress, the mouth gradually opens. The final sound, $/\mathfrak{aiy}/$, is made with the mouth wide open.

To pronounce each vowel correctly, follow these steps:

- Look in the mirror.
- · Compare your mouth with each diagram.
- Make short sounds quickly.
- · Count to two, silently, for long sounds.



The Sound /ə/

Introducing the Sound

We begin with the vowel sound $/\mathfrak{d}/$ for several reasons:

- it is the most common vowel sound in English; most words of more than one syllable contain this sound in the softer, or *unstressed*, syllable,
- many one-syllable words are pronounced with this sound,
- it can be spelled with any of the five vowel letters, and also with combinations of letters,
- it is an important sound for certain grammatical markers (see pages 73, 105, 146),
- native speakers automatically know when to pronounce this sound, without being told why or in what circumstances,
- pronouncing this vowel sound correctly is one of the most important skills necessary for clear communication.

The sound /ə/ is easy to pronounce. To make it, simply open your mouth very slightly, and make a noise. It does not sound like a formed vowel, and it isn't. The lips and tongue are relaxed, and the voice makes a short, soft noise. (See Figure 1.)

/ə/ in Unstressed Syllables

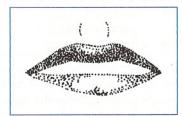


Figure 1.
The sound /ə/

However, it takes a lot of practice to know when to use this sound. As it can be spelled in so many different ways, we have printed in *light blue italics* the letters that are pronounced with this sound in the Examples and Exercise sections throughout this book. This will identify the sound while preserving the correct spelling of the words. When you see a vowel identified this way, pronounce it as softly and as quickly as you can, giving it no emphasis.

Listen to the following examples of words with the sound $/\mathfrak{d}/$ in unstressed syllables and repeat them after the speaker.

EXAMPLES			
/ə/ in first syllable	/ə/ in seco	nd syllable	/ə/ in other syllables
a-go ef-fect ex-plain oc-cur u-pon	so-da o-pen den-im meth-od syr-up	cap-tain pi-geon par-tial sta-tion cup-board	o-ca-sion-al-ly ga-ra-ges poi-son-ous pan-o-ra-ma u-ni-ver-sal

In addition to being spelled by all the vowel letters and combinations of letters, the $/\mathfrak{d}/$ sound can also be pronounced when there is no vowel at all. Listen to the following examples, and repeat them after the speaker.

EXAMPLES		
prism	(pris-⊅m)	
socialism	(so-c <i>ia</i> l-is-əm)	
nationalism	(na-tion-al-is-əm)	

In certain contractions (see also pages 119, 120), the $/\mathfrak{d}/$ sound is pronounced at the same time as the $/\mathfrak{n}/$ sound. Listen to the following examples, and repeat them after the speaker.

EXAMPLES		
doesn't	(does-≎nt)	
isn't	(is-≎nt)	
hasn't	(has-ənt)	
wasn't	(was-ənt)	
haven't	(hav-≥nt)	
didn't	(did-ənt)	
hadn't	(had-ont)	
shouldn't	(should-ont)	
wouldn't	(would-∍nt)	
couldn't	(could-ont)	

The consonant-vowel sequence <u>le</u>, especially at the end of a word, is usually pronounced əl. Listen to the following examples, and repeat them after the speaker.

EXAMPLES		
able	(a-bəl)	
capable	(cap-a-bəl)	
suitable	(suit-a-bəl	

Usage Tip

 The words <u>a</u>, <u>an</u>, and <u>the</u> are articles, unstressed words that occur before nouns and adjectivenoun combinations. Say them quickly, without emphasis. Pronounce the vowel as /→/.

Listen to the following examples of articles containing the $/\mathfrak{d}/$ sound, and repeat them after the speaker.

Examples		
a book a cat a dog	an apple (pəl) an orange an ice cube	the book the cat the dog the universe

CD 1 TRACK 3

Unit Two The Sound /I/

(When <u>the</u> occurs before a word beginning with a vowel sound, the \underline{e} is pronounced /iy/. (See Unit Four, page 11.)

/ə/ in Stressed Syllables

When $/\mathfrak{d}/$ is followed by the consonant $/\mathfrak{r}/$, it can be the prominent, or *stressed* vowel of a word. In the examples that follow, and throughout the rest of this book, the sound that is being introduced will be printed in **boldface** type.

Listen to the examples and repeat them after the speaker.

Examples			
urn	earn	work	thanflet or
fur	heard	worm	
purse	yearns		
		tourn-a-ment	
serve	bird		
nerve	girl	syr-up	
	first	i de la companya del companya de la companya del companya de la co	

Practice for Mastery

Listen to the following sentences that feature the sound $/\partial/$, and repeat them after the speaker.

EXAMPLES

I heard her journey was worth the worry.

The sugar was the color of earth.

The early bird gets the worm.

Continue to practice this sound while learning the rest of the vowel sounds. Remember that the $/\mathfrak{d}/\mathfrak{d}$ sound will be written in *italics* when it occurs in unstressed syllables.

Introducing the Sound

To make the /I/ sound, lower your jaw slightly. The lips are relaxed and are about ¼ inch (6 mm) apart. (See Figure 2.)

The sound is short.

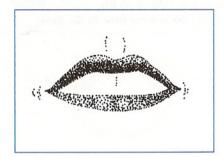


Figure 2.
The sound /1/

Listen to the examples and repeat them after the speaker.

if	gym	pretty	busy
in	symbol	English	
oig			women
miss		s ie ve	

Practice for Mastery

Listen to the following sentences featuring the vowel sound /I/ and repeat them after the speaker.

EXAMPLES

Jim is in the picture.

Miss Smith is thin.

Bring chicken for dinner.

Listen to this ridiculous list.

The pretty women are busy in the gym.



Unit Three The Sound /u/

Introducing the Sound

This vowel is formed by keeping the jaw slightly open. The lips are ½ inch (6 mm) apart and pushed outward to make an open circle. (See Figure 3.)

The sound is short.

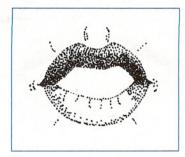


Figure 3.
The sound /u/

Listen to the examples and repeat them after the speaker.

XAMPLE	S		
put	look	could	woman
push	book	would	wolf

Practice for Mastery

Listen to the following sentences featuring the sound $/\mathbf{u}/$, and repeat them after the speaker.

EXAMPLES

Look in the cookbook for *a* good pudding. He would if he could. It should be good wool. The woman took *a* good look *a*t the wolf.



Unit Four The Sound /iy/

Introducing the Sound

To make this sound, set your lips $\frac{3}{8}$ inch (1 cm) apart. Widen your lips into a big smile. (See Figure 4.)

The sound is long. Count to two silently to be sure it is long enough.

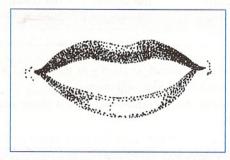


Figure 4.
The sound /iy/

Listen to the following examples and repeat them after the speaker.

Examples			
be	key	people	ski
he	honey		police
we		amoeba	
	cheap		suite
bee	fear	either .	
see		rec ei ve	chassis
sweet			debris
marry		n ie ce	
happy			chamois

Unit Four: The Sound /iv/

13

 The <u>e</u> in the article <u>the</u> is pronounced /iy/ when it is followed by a word beginning with a vowel sound.

Listen to the examples and repeat them after the speaker.

Examples				
the apple	the orange	the ocean		
the elephant	th e onion	th e umpire		
the ice				

• The /iy/ sound, spelled y at the end of a word often indicates an adjective.

Listen to the examples and repeat them after the speaker.

EXAMPLES				
tricky	soapy	sticky	heavy	
edgy	chilly	shaky	easy	

 Adverbs often end in the syllable <u>ly</u>, pronounced /liy/.

Listen to the examples and repeat them after the speaker.

EXAMPLES			
nicel y	quickl y	slowl y	
plainl y	sw ee tl y	cl ea rl y	

 A final /iy/ sound after a name can indicate endearment or informality.

Listen to the examples and repeat them after the speaker.

EXAMPLES sweetie Susie daddy Bobby mommy cutie

Practice for Mastery

Listen to the following sentences featuring the vowel sound /iy/ and repeat them after the speaker.

EXAMPLES

Jeannie, do you see the bees?

Please freeze the peas.

Neither he nor she believes me.

We can easily read the agreement.

Contrasting Sound Practice

Compare the sound /i/ from Unit Two with the sound /iy/, by repeating the following words after the speaker.

/1/	/iy/	/1/	/iy/
bit	beet	rich	r ea ch
sit	seat	pick	peak, peek
r i p	r ea p	dim	deem
lip	leap	dip	deep
live	leave	sin	seen, scene
did	deed	fist	f ea st
hill	heel, heal, he'll	sis	cease
mill	meal	his	h e 's
pill	peel, peal	ship	sheep
lick	leak, leek	chip	cheap

14 PRONOUNCE IT PERFECTLY IN ENGLISH

Now listen to several sentences that feature both sounds, and repeat them after the speaker.

EXAMPLES

Six sheep were sick on the ship.

Jim eats cheap chips.

He leaves me this measly little meal.

She's as thin as he is.

Please peel the beets and string the beans.

Recognition Practice

The speaker will pronounce five words featuring these sounds. During the pauses, circle the word you hear. If it is not convenient for you to write at this time, use the pauses to repeat the words after the speaker, then complete the written exercise later. The correct answers appear below.

EXERCISE

4. hill

1. sin	scene

2. live leave

3. his he's `

5. sit seat

he'll -

Dictation Practice

Now the speaker will pronounce five words featuring these two sounds. During the pauses, write each word on a piece of paper. If it is not convenient for you to write at this time, use the pauses to repeat the words after the speaker, then complete the written exercise later. The correct answers appear below.

Answers to Exercises

Recognition Practice, scene, live, his, he'll, seat Dictation Practice, dip, meal, reach, sin, he's



Unit Five = The Sound /uw/ =

Introducing the Sound

To make the $/\mathbf{uw}/$ sound, keep the mouth slightly open and the lips $\frac{3}{8}$ inch (1 cm) apart. The lips are tense, and pushed forward into a small circle. (See Figure 5.)

The sound is long.

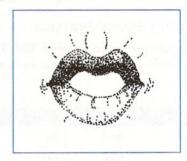


Figure 5.
The sound /uw/

Listen to the examples and repeat them after the speaker.

do	loose	flu	due	flew
lose	choose	rude	blue	new
who	food		Tuesday	
two			alterna Pri la	
canoe shoe	through soup	j ui ce	rh eu m a tism	lieu

Practice for Mastery

Listen to the following sentences featuring the sound /uw/ and repeat them after the speaker.

EXAMPLES

Sue knew the truth.

Choose blue for the new room.

It blooms soon, in June.

The news is too gloomy.

Contrasting Sound Practice

Now compare the sound $/\mathbf{u}/$ from Unit Three with the sound $/\mathbf{u}\mathbf{w}/$. Listen and repeat each word after the speaker.

Examples			
/u/	/uw/	/u/	/uw/
full	fool	pull	pool
stood	stewed	cookie	kooky
would, wood	wooed	nook	nuke
hood	wh o 'd		

Now repeat the following sentences, which feature both yowel sounds.

EXAMPLES

Lou couldn't fool Sue.

Stu wouldn't move the cooking school.

The good pool room is booked for Tuesday at noon.

The cook stood and looked at his new shoes.

Recognition Practice

The speaker will pronounce five words. In your book, circle the ones you hear, or repeat them now and do the written exercise later. The correct answers appear below.

EXERCISE

1. hood *	who'd	
2. full •	fool	
3. wood	wooed	
4. nook	nuke	
5. stood	stewed	

Dictation Practice

Write the next five words recorded on the CD on a piece of paper, or repeat them during the pauses and write the exercise later. The correct answers appear below.

Keep in mind that learning to make the sounds correctly and practicing them will help you to hear their differences.

Spelling Challenge

Four sentences containing words with tricky spelling are next recorded on the CD. Write them down during the pauses, then check your work below. If it is not convenient for you to write at this time, repeat the sentences during the pauses, and write them later.

Answers to Exercises

Recognition Practice, hood, full, wooed, nook, stewed Dictation Practice, who'd, stood, pool, would, full Spelling Challenge, I see a big woman and two little women. We drank sweet juice in the hotel suite. It's good food. Don't shoot him in the foot.



Introducing the Sound

The /iuw/ sound is a combination of the sounds /iy/ and /uw/. The lips are $\frac{3}{8}$ inch (1 cm) apart. Begin with the lips spread into a big smile, then push them forward into a circle. (See Figure 6.)

The sound is short.

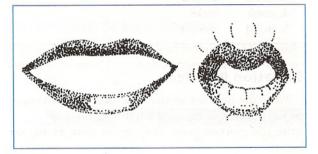


Figure 6.
The sound /iuw/

Listen to the examples and repeat them after the speaker.

XAMPLES			1 .
use cute	yew few	view	beauty
music		\mathbf{feud}	you
	ewe		
			hue

When /iuw/ occurs in unstressed syllables, the second sound of the combination changes from /uw/ to /ə/. Begin with the lips $\frac{3}{6}$ inch apart, and make the /iy/ sound. Move the lips to the almost-closed and relaxed position of /ə/.

Listen to the examples and repeat them after the speaker.

Examples			
fig u re fail u re	un io n us ua lly	med iu m	accurate accusation immunize
	can yo n		
			your

Usage Tip

The article \underline{a} is used before words that begin with a consonant sound, while \underline{an} is used before those that begin with a vowel sound. While \underline{u} and \underline{eu} are vowels, when they are pronounced $/\mathrm{iuw}/$, they actually begin with the consonant sound $/\mathrm{y}/$ (see page 137). For this reason, use the article \underline{a} (pronounced $/\mathrm{ə}/$) instead of \underline{an} before words beginning with $/\mathrm{iuw}/$.

Listen to the examples, and repeat them after the speaker.

EXAMPLES u pronounced as a vowel an umbrella an understanding an understatement an ugly situation an unusual occurrence u pronounced as /iuw/ a union a use a useful gadget a utility a usual occurrence

CD 1 TRACK 8

eu pronounced as /iuw/

- a euphoric sensation
- a euphemism (isəm)
- a eulogy
- a European

EXAMPLES

This is a universal truth.

It is a university in New York.

They will form a union.

This is a usual occurrence.

Practice for Mastery

Listen to the following sentences featuring the sound /iuw/, and repeat them after the speaker.

EXAMPLES

A few beauties were in the picture.

Your cues are confusing.

He was accused of abuse.

Are you used to using the computer?

Introducing the Sound

To make this sound, keep the mouth slightly open, with lips about $\frac{3}{4}$ inch (1 cm) apart. (See Figure 7.)

The sound is short.

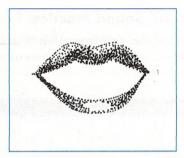


Figure 7.
The sound /a/

Listen to the following examples and repeat them after the speaker.

Examples			
u p	cousin	does	
under	trouble (l	oal)	
	rough	was	
love			
done	flood		
son	blood		

Practice for Mastery

Listen to the following sentences featuring the sound $/\Lambda/$ and repeat them after the speaker.

EXAMPLES

Buffy cut up the shrubs.

The dust is under the rug.

The mother won some of the money, but not enough.

I'd love to come on Sunday if it's sunny.

Contrasting Sound Practice

To compare the $/\mathbf{u}/$ from Unit Three with the sound $/\mathbf{a}/$, listen to the following words and repeat them after the speaker.

EXAMPLES			
/u/	IAI	/u/	IAI
took	tuck	put	putt
look	luck	could	cud
book	buck		

Now listen to sentences that feature both vowel sounds, and repeat them after the speaker.

EXAMPLES

Could you put a tuck in the front?

Look at us for good luck.

The bus looks good, but it's fun on foot.

The hooded one looks tough.

Recognition Practice

Five words featuring these sounds are recorded on the CD. Circle below the words you hear. The correct answers are on page 23.

EXERCISE

1. look	luck		
2. took	tuck		
3. put	putt		
4. could	cud		
5. put	putt		

Dictation Practice

Write the next five words recorded on the CD on a piece of paper, or repeat them during the pauses and write the exercise later. The correct answers appear below.

Spelling Challenge

Three sentences that have words with tricky spelling are next recorded on the CD. Listen to each one carefully, then write it down during the pause. Check your sentences below.

Answers to Exercises

Recognition Practice, luck, took, putt, could, put Dictation Practice, luck, took, book, could, buck Spelling Challenge, Stop rushing and pushing. The bus is busy. The poodle stood in a puddle of blood.



Unit Eight == The Sound /e/ ==

Introducing the Sound

To make this sound, lower your jaw slightly. The lips are tense and spread outward in a half-smile, about $\frac{1}{2}$ inch (1.3 cm) apart. (See Figure 8.)

The sound is short.

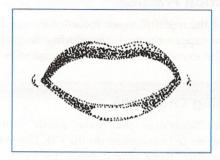


Figure 8.
The sound /e/

Listen to the following examples and repeat them after the speaker.

XAMPLES			
e gg e dge	again said	m ea dow h ea d	fr ie nd
step			heifer
	says	leopard	
any			guest
many			
can			bury

Practice for Mastery

Listen to the following sentences featuring the sound $/\epsilon/$ and repeat them after the speaker.

EXAMPLES

Send Ben for his friend.

Let's rent a tent.

Esther never gets upset.

Fred said it again and again.

Contrasting Sound Practice

To compare the /I/ sound from Unit Two with the sound $/\epsilon/$, listen to the following words and repeat them after the speaker.

/ı/	lel	/1/	<i>l</i> e/
pick	peck	fill	fell
bid	bed	gym	gem
lid	led, lead	tin	ten
miss	mess	slipped	slept
wrist	rest	mitt	met
lift	left	six	sex
big	beg		

Now repeat the following sentences which feature both yowel sounds.

EXAMPLES

Pick a peck of pickled peppers.

Ed slipped and fell in the gym.

Evelyn missed the best bid.

Peg slept from six 'til ten, then left.

Recognition Practice

Five words featuring these sounds are recorded on the CD. Circle below the words you hear, then check them on page 27.

EXERCISE

1. lid	led	
2. big	beg	
3. slipped	slept	
4. gym	gem	
5. lift	left	

Dictation Practice

Five words that contain these sounds are recorded on the CD. Write them during the pauses, then check them on page 27. If you have several errors, practice Units Two and Eight again.

If you do not hear the difference between the two vowel sounds, do not be discouraged. By making the sounds correctly, putting your lips and jaw in the positions described, you will begin to hear the difference.

Spelling Challenge

Three sentences containing words with tricky spelling are recorded next on the CD. During the pauses, write them down on a piece of paper. Check them on page 27.

Now compare /iy/ from Unit Four with the sound $/\epsilon/$. Listen to the examples and repeat them after the speaker.

EXAMPLES			
/iy/	lel .	/iy/	lεl
beat, beet	bet	read, reed	red, read
feel	fell	seed	said
geese	guess	sealing, ceiling	selling
he'd, heed	head	sees	says
mean	men	bleed	bled

Listen to several sentences that feature these two sounds, and repeat them after the speaker.

EXAMPLES

Please feed the pets and weed the beds.

He said he'd eat the red meat.

She says she fell and she's bleeding.

Steve guessed he'd been seen in the shed.

Recognition Practice

Five words featuring these sounds are recorded next on the CD. Circle below the ones you hear. The correct answers appear below.

EXERCISE

1. teen	ten		
2. mean	men		
3. heed	head		
4. seal	sell		
5. geese	guess		

Dictation Practice

Now the speaker will pronounce five words featuring these sounds. Write the words on a piece of paper, then check your answers with the list below.

Answers to Exercises

Recognition Practice, p. 26 lid, big, slept, gem, left Dictation Practice, p. 26 tin, miss, pick, bed, six Spelling Challenge, The queen has been seen. He's the truest guest. Betty is pretty already.

Recognition Practice, ten, mean, head, seal, geese

Dictation Practice, ten, mean, nead, sear, geese Dictation Practice, said, wrecks, feel, he'd or heed, guess



Unit Nine ==

Introducing the Sound

To pronounce $/\mathbf{ow}/$, with your lips about $\frac{1}{2}$ inch (1.3 cm) apart, round them into a circle. Begin the sound, then move your lips into a smaller circle. (See Figure 9.)

The sound is long.

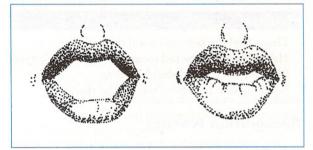


Figure 9.
The sound /ow/

Listen to the examples and repeat them after the speaker.

XAMPLES			
over	y eo man	groan	mauve
go			faux
zero	\mathbf{o} h	sew	
			brooch
	depot	soul	
plateau	1	shoulder	
1	though		
owner		bone	
slow	hoe	stone	
window			

Practice for Mastery

Listen to the following sentences featuring the sound /ow/ and repeat them after the speaker.

EXAMPLES

Oh no, don't go!

Show Joe the snowmobile.

Flo chose to row the old boat.

Throw your stole over your shoulder.

The /ow/ followed by the consonant /r/ is slightly different. When rounding your lips, push them outward, away from the top teeth, making the /r/ sound. (See page 111.)

Listen to the examples and repeat them after the speaker.

or	four	soar	
for wore	pour	board	
	poor	toward	
war	door	drawer	

Practice for Mastery

Listen to the following sentences featuring the sound /or/, and repeat them after the speaker.

EXAMPLES

Your war stories are boring.

He wore shorts to the store.

Pour four more quarts.

Morton's court report was short.

Contrasting Sound Practice

Now compare $/\Lambda$ from Unit Seven, with $/\omega$. Listen to the words and repeat them after the speaker.

IAI	low/	IN	/ow/
fun	phone	shun	shone
rum	roam	rub	robe
dove	dove	mud	mode, mowed
come	comb	rug	rogue
hum	home	cup	cope
crumb	chrome	nut	note

Now say the following sentences.

EXAMPLES

Bud wrote one note home.

Rose coped with the crumbs.

Lola rubbed the mud from the old rug.

Phone him at home just for fun.

Recognition Practice

The speaker will pronounce five words containing these sounds. Circle the words you hear, or repeat them now, and do the written exercise later. The answers are on page 31.

EXERCISE

1. cup	cope
2. come	comb
3. nut	note
4. fun	phone
5. shun	shone

Dictation Practice

Now write the next five words recorded on the CD on a piece of paper. Check your answers below.

Spelling Challenge

Ten sentences containing words with confusing spelling are recorded next on the tape. Write them down on a piece of paper during the pauses, then check your work below.

Answers to Exercises

Recognition Practice, p. 30 cup, comb, nut, phone, shone Dictation Practice, p. 31 rug, note, cup, coat, home Spelling Challenge, Whose shoes are those? Whose hose did you lose? So, sew a few new suits. Move it above the stove. Go do it. Come home. The mover put a cover over the oven. Does she have toes in her shoes? Worms have many forms. Work with the fork.



Unit Ten The Sound /oiy/

Introducing the Sound

The /oiy/ sound is a combination of two sounds beginning with /o/ and ending in /iy/. The lips, set about $\frac{1}{2}$ inch (1.3 cm) apart, begin in a circle. (See Figure 10.) They move quickly to form a wide smile, $\frac{3}{8}$ inch (1 cm) apart.

The sound is long.

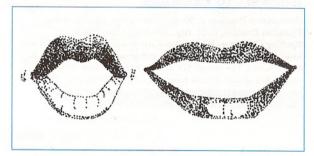


Figure 10.
The sound /oiy/

Listen to the examples and repeat them after the speaker.

EXAMPLE	S		
boy toy	b oi l s oi l c oi n	p oi se n oi sy	

Practice for Mastery

Listen to the following sentences featuring the sound /oiy/, and repeat them after the speaker.

EXAMPLES

Roy's toys are noisy.
The boy pointed to the poison.
Troy's ploy was foiled.
The spoiled boy destroyed Floyd's joy.



The Sound /eə/

Introducing the Sound

To make this sound, keep your jaw halfway open. The lips are $\frac{1}{2}$ inch (1.3 cm) apart. Tense your lips, and form a wide, downward smile. Begin the sound, then move your lips close together into the $\frac{1}{2}$ position. (See Figure 11.)

The sound is long.

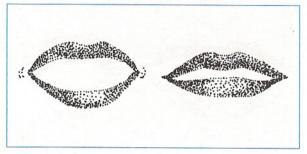


Figure 11.
The sound /eə/

Listen to the examples and repeat them after the speaker.

EXAMPLE	,		
ran fast	laugh		
p a ss cr a ft			

To pronounce the vowel /ea/ followed by the consonant /r/, begin with the /ea/ sound, then move the lips forward into a round shape, baring the front teeth.

As before, listen to the examples and repeat them after the speaker.

EXAMPLES	S			
care dare	w ear b ear	f air st air s	wh ere th ere	
	aeri <i>a</i> l	heir their	they're	
			prayer	

Practice for Mastery

Repeat the following sentences after the speaker.

EXAMPLES

The fair-haired man ran in the sand.

Where are the spare pairs Stan and Dan wear?

They're not your socks. They're theirs.

Frances laughed when she passed him on the stairs.

They're cramming for their exams over there.

Contrasting Sound Practice

Compare /iy/, from Unit Four, with /eə/ by repeating the following words.

EXAMPLES		
/iy/	leəl	
leaf	laugh	
mean	man	
clean	clan	
fiend	fanned	
peace, piece	pass	
leaned	land	

/iy/	leəl
w e 're	where, wear
beer	bear
cheer	chair
peer	pear, pair, pare
steer	stair, stare
fear	fair, fare
here, hear	hair, hare
ear	air
tear, tier	tear

Now say these sentences, which feature both vowel sounds.

EXAMPLES

Sheila ran past the stairs with a can of beer.

The lean man cheered and laughed.

She can't eat peas from a can.

We're in need of a tank of gas.

Recognition Practice

The speaker will pronounce five words. Circle the ones you hear, or repeat the words and do the written exercise later. The answers are on page 38.

EXERCISE

1. peace	pass	
2. here	hair	
3. we're	where	
4. leaned	land	
5. ear	air	

Dictation Practice

Write the next five words recorded on the CD on a piece of paper, then check your work on page 38.

Contrasting Sound Practice

To compare $/\varepsilon$ / from Unit Eight with $/e\vartheta$ /, repeat the following words after the speaker.

lel 💮	/eə/	lel	/eə/
lend	land	men	man
left	laughed	messed	mast
pen	pan	guess	gas
wren	ran		

Now repeat several sentences that feature these sounds.

EXAMPLES

The man laughed, then left.

I guess Ann and Ed ran out of gas.

Fran passed the pen to the man's left hand.

Can Ted send a letter to Stan?

Recognition Practice

Listen to the next five words recorded on the CD and circle the ones you hear. The answers are on page 38.

EXERCISE

1. men	man			
2. pen	pan			
3. wren	ran			
4. lend	land			
5. guess	gas			

Dictation Practice

Write the next five words recorded on the CD on a piece of paper. When you finish, check your answers with the list below.

Spelling Challenge

Now write the next three sentences you hear recorded on the CD.

Check your work below.

Answers to Exercises

Recognition Practice, p. 36 pass, here, we're, land, ear Dictation Practice, p. 37 we're, mean, steer, laugh, man Recognition Practice, p. 37 men, pan, ran, lend, gas Dictation Practice, laughed, guess, man, messed, pen Spelling Challenge, There were three people here. Where were you? I can can the tomatoes.



Unit Twelve The Sound /eiy/

Introducing the Sound

This is a combination of sounds. Begin with your lips in the first position of /eə/, about ½ inch (1.3 cm) apart and with a wide, downward smile. Then, slowly widen them into an upward smile, forming /iy/. (See Figure 12.)

Count to two silently to be sure the sound is long enough.

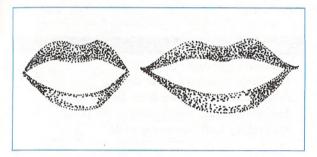


Figure 12.
The sound /eiy/

Listen to the examples and repeat them after the speaker.

EXAMPLE	S			
ate face	caf e	prey they	eight rein	
day	gauge •	ballet	great	
way	p ai n str aigh t	suede		
	suaignt	fiancee		

Move your lips into the $/\mathfrak{d}/$ position after $/\mathfrak{eiy}/$ when it occurs before the consonant $/\mathfrak{l}/$.

Listen to the examples and repeat them after the speaker.

EXAMPLE	S	
pale	sail	they'll

Practice for Mastery

Repeat the following sentences which feature the sound /eiy/.

EXAMPLES

It rained eight days.

The suede cape has a great shape.

Renee ate creme brulee at the buffet today.

The rain in Spain stays mainly in the plain.

She laid the frail lace on the table.

Contrasting Sound Practice

To compare the sound $/\varepsilon$ /, from Unit Eight, with /eiy/, repeat the following words.

lel	/eiy/	lel	leiyl
red	raid	pen	pane, pain
bet	bait	wren	rain, rein, reign
debt	date	test	taste
fell	fail	shed	shade
get	gate	tent	taint
mess	mace		

Now repeat several sentences that feature both sounds.

EXAMPLES

Fred's cake failed the taste test. Get the red dress for your date.

Jane's friend fell on the train.

Sell ten shares and trade the rest.

Recognition Practice

Five words featuring the sounds /ε/ and /eiy/ are recorded next on the CD. Circle below the words you hear, then check them below.

EXERCISE

1. pen	pain		
2. test	taste		
3. debt	date		
4. fell	fail		
5. get	gate		

Dictation Practice

Five words containing these sounds are recorded next on the CD. Write them on a piece of paper during the pauses, then check them below.

Spelling Challenge

Seven sentences containing words with confusing spelling are recorded next on the CD. Listen to them carefully and write them down on a piece of paper during the pauses. Check them below.

Answers to Exercises

Recognition Practice, pain, test, debt, fail, get Dictation Practice, red, bait, shade, fell, mess Spelling Challenge, The pain came again. Her friend is a fiend for french fries. There were many zany women. The ape ate eight apples and an apricot. Hey, where's the key? She said she was afraid. The players said their prayers and paid their debts.



Unit Thirteen The Sound /a/

Introducing the Sound

To make the vowel sound /ɔ/, drop your jaw until the lips are ½ inch (1.5 cm) apart. Tense your lips and round them forward halfway. (See Figure 13.)

The sound is long.

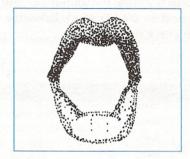


Figure 13.
The sound /a/

Listen to the examples and repeat them after the speaker.

Examples				
off on often	all call	d aughte r c augh t	c ough b ough t	
gone	auto fault	awful lawn	br oa d	

Practice for Mastery

Listen to the following sentences featuring the sound $/\mathfrak{d}/$, and repeat them after the speaker.

EXAMPLES

Draw water from the faucet.

The water is always calm in August.

I thought Audrey saw a lawyer.

You ought to have brought your daughter.

Contrasting Sound Practice

To compare /A/, from Unit Seven, with /3/, repeat these words after the speaker.

Example	S		
IN	/ə/	IN	ləl
cuff	cough	sung	song
gun	gone	rung	wrong
but	bought	cut	caught
lung	long	gulf	golf

Now, say the next sentences after the speaker.

EXAMPLES

Bud was caught with the gun he bought. Sunny has sung all the wrong love songs. Audrey bought the awesome puppies. Maud cut the cuffs from that awful cloth.

Recognition Practice

Listen to the next five words recorded on the CD, and circle below the ones you hear. The answers are on page 45.

EXERCISE

1. lung	long	
2. cut	caught	
3. gun	gone	
4. cut	caught	
5. gulf	golf	

Dictation Practice

Now write the next five words recorded on the CD on a piece of paper, then check your answers on page 45.

Contrasting Sound Practice

To compare /ow/, from Unit Nine, with /o/, repeat the following words.

/ow/	ləl	/ow/	ləl
loan	lawn	loafed	loft
boat	bought	bowl	ball
coat	caught	own	on
oaf	off	boast	bossed

Now say these sentences after the speaker.

EXAMPLES

Joe caught the mole in his lawn.

Paula lost her coat on the long walk.

The tall author is his own boss.

He bought the old boat, then walked home.

Recognition Practice

Listen to the next five words recorded on the CD, and circle the ones you hear. Check your answers below.

EXERCISE

1. loafed	loft
2. coat	caught
3. bowl	ball
4. boast	bossed
5. loan	lawn

Dictation Practice

Now write the five words recorded next on the CD on a piece of paper. Check your answers below.

Spelling Challenge

Write the four sentences recorded on the tape during the pauses, then check them below.

Answers to Exercises

Recognition Practice, p. 43 lung, cut, gone, caught, golf Dictation Practice, p. 44 song, but, gulf, cough, cuff Recognition Practice, loafed, caught, bowl, boast, lawn Dictation Practice, off, own, coat, bought, loaf Spelling Challenge, The wolf plays golf. He laughed when he was caught with the faux diamond. Although the rough cough went through him, he was tough. She has gone and done it alone.



Unit Fourteen = The Sound /æ/ =

Introducing the Sound

To make this sound, keep your lips $\frac{5}{8}$ inch (1.5 cm) apart and form a half-smile, with tense lips. (See Figure 14.)

The sound is short.

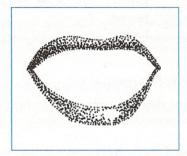


Figure 14.
The sound /æ/

Listen to the examples and repeat them after the speaker.

Examples			
back cat	pl ai d	m e r i ngue	
tap bag			
bag pad cab			

Practice for Mastery

Listen to the following sentences featuring the sound /æ/, and repeat them after the speaker.

EXAMPLES

Pack the bags.

Have a snack, Jack.

Pat's cat is fat.

Her plaid jacket has black snaps.

Contrasting Sound Practice

To compare /iy/, from Unit Four, with /æ/, repeat the following words after the speaker.

/iy/	læl .	/iy/	/æ/
feet, feat	fat	heed, he'd	had
seat	sat	he's	has
seed	sad	heat	hat
leap	lap	neat	gnat

Now repeat these sentences.

EXAMPLES

Please feed the cats

He needs a black hat.

Matt has a shack near the sea.

She believes that Pete has had a nap.

Recognition Practice

Five words featuring these sounds are recorded next on the CD. Below, circle the ones you hear, then check the answers on page 49.

EXERCISE

1. feet	fat	
2. leap	lap	
3. he'd	had	
4. seed	sad	
5. heat	hat	

Dictation Practice

Write the next five words recorded on the CD on a piece of paper. When you finish, check your work on page 49.

Contrasting Sound Practice

Compare the $/\epsilon/$ of Unit Eight with $/\epsilon/$ by repeating each word after the speaker.

EXAMPLES			
lel	/æ/	lel	/æ/
beg	bag	wreck	rack
head	had	set	sat
met	mat	said	sad
pet	pat	pled	pl ai d

Listen to the following sentences that feature $/\epsilon/$ and /æ/, and repeat them after the speaker.

The pet cat sat on the bed.

Pat had *a* red rag on her head.

The men said it had *a* sad ending.

The next guest patted Fred on the back.

Recognition Practice

Five words featuring these sounds are recorded next on the CD. Circle them below, then check them further below.

EXERCISE

1. met	mat
2. set	sat
3. wreck	rack
4. head	had
5. said	sad

Dictation Practice

Write the next five words recorded on the CD on a piece of paper. When you finish, check your words below.

Answers to Exercises

Recognition Practice, p. 47 fat, leap, he'd, sad, heat Dictation Practice, p. 48 sad, has, he's, seed, feet or feat Recognition Practice, mat, set, wreck, had, sad Dictation Practice, head, pet, said, rack, beg



Unit Fifteen The Sound /æow/

Introducing the Sound

This is a combination of vowel sounds. Begin with /æ/ by setting your lips $\frac{5}{8}$ inch (1.5 cm) apart; then, glide into /ow/, forming a circle with your lips. (See Figure 15.)

The sound is long.

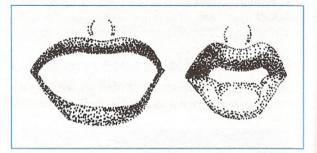


Figure 15. The sound /æow/

Listen to the examples and repeat them after the speaker.

XAMPLES			
how now	house aloud	bough	
brown			

To pronounce /**æow**/ before the consonant /**r**/, begin with /**æow**/, move your lips to the /**ə**/ position, then round them and push them outward into the /**r**/ position. This is a very long vowel sound.

Repeat the examples of the sound /æowər/.

EXAMPLES

sour sauerkraut power flour hour

Practice for Mastery

Now, repeat the following sentences featuring the sound /æow/.

EXAMPLES

Our townhouse has a brown mouse. Are we allowed to speak aloud? We found our gowns downtown. Shower the flowers for an hour. How's the sauerkraut?

Spelling Challenge

The next nine sentences, which contain words with tricky spelling, are recorded on the CD. Write them during the pauses, then check your work below.

Answers to Exercise

Spelling Challenge, Ouch! Don't touch me. You found out you could wound him. She wound the bandage around the wound. Slow down now. It's snowing. The rouge covered the gouge. It's my own gown. Of course the mouse couldn't eat the mousse, but my cousin could. He's the flower grower. On a tour of the mill, we bought four bags of flour.





Unit Sixteen The Sound /a/

Introducing the Sound

To make this sound, drop your jaw until the lips are about $\frac{3}{4}$ inch (2 cm) apart, but relaxed. (See Figure 16.)

The sound is short but takes a little longer because your mouth is open so wide!

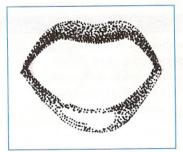


Figure 16. The sound /a/

Listen to the examples and repeat them after the speaker.

father	cot	honor	kn owle dge
wand	doll	honest	
	lock		bureaucracy
	option	encore	
	_	ennui	

Practice for Mastery

Listen to the following sentences featuring the sound /a/, and repeat them after the speaker.

EXAMPLES

Roz is fond of dolls.

John got an honest job.

Rob stopped in the shop for

Bob stopped in the shop for *a* mop. His knowledge of crops *i*s obvious.

The same age of crops to obvious.

Contrasting Sound Practice

Compare $/\Lambda/$, from Unit Seven, with $/\Lambda$. Repeat these words after the speaker.

Examples			
IN	/a/	IN	/a/
hut	hot	shut	shot
buddy	body	putt	pot
cup	cop	gut	got
rut	rot	nut	not, knot

Now say the following sentences.

EXAMPLES

Her brother got *a* hot supper. Some shots *a*re optional.

Buddy dropped the hot cup in the shop. Stop fussing and come up.

Recognition Practice

Five words featuring these sounds are recorded next on the CD. Circle below the ones you hear, then check them on page 55.

EXERCISE

1. buddy	body	
2. hut	hot	
3. shut	shot	
4. hut	hot	
5. nut	not	

Dictation Practice

Listen to the next five words on the CD and write them on a piece of paper during the pauses. Check them on page 55 when you finish.

The /a/ when followed by /r/, ends with the lips pushed outward; this changes the sound somewhat.

Listen to the examples and repeat them after the speaker, then listen for the confirmation.

arm	bazaar	guard	s er geant
ark far			heart

Practice for Mastery

Listen to the following sentences, which contain the /a/ sound followed by /r/, and repeat them after the speaker.

EXAMPLES

Are the stars far from Mars?
The hard part is to start the car.
Sergeant Barton was the guard.
He carved a large heart in the bark.

Spelling Challenge

During the pauses, write the next six sentences you hear on the CD. Check your work below.

Answers to Exercises

Decegnition Practice, p. 53 body, hut, shut, hot, nut
Detation Practice, p. 54 cop, shot, buddy, cup, knot or not
Selling Challenge, We're here to honor the donor. Don't bother
brother or my father. They found a comb and a bomb in the
mb. Ron's son won the ribbon. Please polish the Polish medal.



Unit Seventeen = The Sound /aiy/ =

Introducing the Sound

The /aiy/ sound is a double vowel. Begin sounding the /a/, with the lips about $\frac{3}{4}$ inch (2 cm) apart. Then move your lips to the /iy/ position, forming a big smile. (See Figure 17.)

This is a long sound.

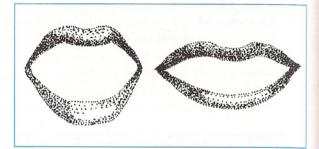


Figure 17.
The sound /aiy/

Listen to the examples, repeat them after the speaker, then listen for the confirmation.

XAMPLE	S			
I	pie	aisle	my	rye
I'd	dried		fly	
		h eigh t	guide	
ice	might	J	guy	indict
bike	choir	diaper	buy	

Practice for Mastery

Listen to the following sentences featuring the sound /aiy/, and repeat them after the speaker.

EXAMPLES

Ida buys nice surprises.
I'm twice your size, Liza!
Try my pie, Ira!
That guy might buy my cycle.

Spelling Challenge

During the pauses, write the next three sentences you hear on the CD, then check your work below.

Answers to Exercise

Spelling Challenge, Write down your height and weight. The police officers are nice and polite. I find that the wind bothers my brother.

PART Two English Consonant Sounds



Consonant sounds are determined by

- the position of the tongue, lips, and teeth
- the way air is released
- the use of, or absence of, voice

Study Figure 18, then follow the directions for each sound.

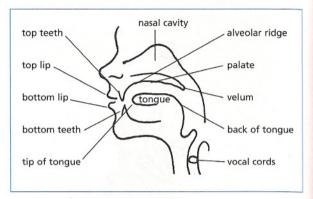


Figure 18.



Introducing the Sound /p/

To make the sound /p/, put your lips together firmly, stop the air completely, then pop the lips open. Do not make a vocal sound. (See Figure 19.)

At the beginning of words, release /p/ with a puff of air. To be sure the puff of air is strong enough, place a small-piece of paper in front of your mouth when pronouncing the following words. The paper should move considerably.

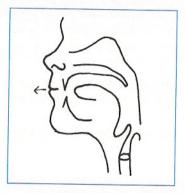


Figure 19.
The sound /p/

Listen to the following examples and repeat them after the speaker.

Example	s		
pay pat peck	pit pot	p lay p raise	

Make the same puff of air when a word ends in another consonant plus $/\mathbf{p}/$.

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Listen to the following examples and repeat them after the speaker.

Examples	;			
lam p	har p	gras p	scal p	
lim p	shar p	was p	hel p	

Do not make the puff of air when $/\mathbf{p}/$ occurs in the middle of a word before a vowel sound.

Listen to the following examples and repeat them after the speaker.

Examples			
a pp le (pəl) ha pp y	sim ple (pəl) peo ple (pəl)	pur p le (pəl)	

Do not make the puff of air when /p/ directly follows the sound /s/ at the beginning or in the middle of a word.

Listen to the examples and repeat them after the speaker.

EXAMPLES		
span	whisper	
spend	hospital	
spill	as pi rin	
spoil	expect	

When /p/ is the last sound in a word and is followed by another word, do not pop your lips open. Bring the lips together firmly, making no vocal sound, then say the next word.

Listen to the following sentences and repeat them after the speaker.

EXAMPLES

Put the top down.

Keep trying.

I hope to stop them.

It's up there.

The map you gave me is helpful.

When /p/ is the last sound, make it either with or without the puff of air. There is no difference in meaning.

Listen to the following examples of sentences read both ways and repeat them after the speaker.

With the puff	Without the puff
Stop!	Stop!
Read the map.	Read the map.
Let's go on a trip.	Let's go on a trip.
I need some sleep.	I need some sleep.
Never give up.	Never give up.

Practice for Mastery

Listen to the following sentences featuring the sound $/\mathbf{p}/$, and repeat them after the speaker.

EXAMPLES

Please prepare the pizza for the party.

Pat helped me pick up the papers.

Put the stamps on the package.

Mr. Bishop paid for the lamp in April.

Phillip didn't give me a map.

Penny has the hiccoughs.

About the Letter p

The letter \underline{p} followed by the letter \underline{h} is usually pronounced f.

The letter \underline{p} is silent (not pronounced) in the following words. Listen, and repeat each word after the speaker.

XAMPLES		
receipt psychology pneumon ia	corps raspberry	cupboard sapphire

Introducing the Sound /b/

To pronounce /b/, place your lips together firmly; stop the air completely, and make a voiced sound. (See Figure 20.)



Figure 20.
The sound /b/

Listen to the following examples and repeat them after the speaker.

Examples		
b ag b read	ru bbe r so bb ed	
bulb	sopped	
observe cabs		

Practice for Mastery

Listen to the following sentences featuring the sound $/\mathbf{b}/$, and repeat them after the speaker.

EXAMPLES

Billy grabbed the sobbing baby.
The bushes and bulbs are about to bloom.
Bob was bleeding, and his bones were broken.
Maybe Elizabeth brags a bit.

About the Letter b

The letter \underline{b} is silent in the following words. Listen, and repeat each word after the speaker.

Examples			
debt doubt lamb	comb tomb womb	subtle subpoena	

Contrasting Sound Practice

Compare the sound /p/ with the sound /b/ by repeating the following words after the speaker.

/p/	/b/
pin	b in
pet	bet
pack	back
pole	bowl
push	bush
p our, p ore	bore, boar
punch	bunch
prayed	b raid
repel	rebel
rapid	ra b id
roped	robed
ri pp ed	ri bb ed
pare, pair, pear	bare, bear

Recognition Practice

Listen to the next four sentences recorded on the CD. Circle the ones you hear, or repeat the sentences now and do the written exercise later. The correct answers are below.

EXERCISE

1. I can't pare it.	I can't bear it.	
2. Paul needs a push in	Paul needs a bush in	
front of his house.	front of his house.	
3. We bought a big pole.	We bought a big bowl.	
4. Patty has some	Patty has some	
new cups.	new cubs.	

Answers to Exercise

Recognition Practice, I can't bear it. Paul needs a push in front of his house. We bought a big pole. Patty has some new cubs.



The Sounds /t/, /d/

Introducing the Sound /t/

Place the tip of the tongue against the alveolar ridge, stop the air completely, then release the air. (See Figure 21.) Do not make a vocal sound.

There are several variations of this consonant.



Figure 21.
The sound /t/

When a word begins with /t/, make the sound with a noisy puff of air.

To be sure the puff of air is noisy enough, hold a small piece of paper in front of your mouth when pronouncing the following words. It should move considerably.

Listen to the following examples and repeat them after the speaker.

Examples				
tame	ten	tray	thyme	
tap	tip	tree		
tap team	•	twin		
		twelve		

Make the same noisy puff when a word ends in another consonant sound plus /t/.

Listen to the examples and repeat them after the speaker.

EXAMPLES	;	
act	apt	Section of 7 IS amount and
lift	last	
fault	borscht	
can't	text	

Usage Tips

 Make the same noisy puff for -st or -est at the end of an adjective to make the superlative form.

Listen to the examples and repeat them after the speaker.

EXAMPLES			
best	worst	most	
biggest	small est	least	
happiest	silli est		

• The past tense marker, ed, is pronounced /t/, with the puff of air, when the verb ends in a voice-less consonant sound such as /p/, /k/, /ch/, /f/, /sh/, /s/, or /ks/. Be careful not to make a vowel sound before the /t/.

Listen to the examples and repeat them after the speaker.

EXAMPLES		
taped picked watched laughed	wash ed pass ed fax ed	

Do not make the puff of air when /t/ follows /s/ at the beginning of a syllable.

EXAMPLES		
stamp	mis t ake	
step	fas te r	
stove	history	

• To pronounce /t/ just before the sound /s/ at the end of words, tap the tip of your tongue on the palate, then slide your tongue forward to make /s/.

Listen to the examples and repeat them after the speaker.

EXAMPLES	;	
bats	cats	
rests	beasts	
bites	coats	

To produce the /t/ at the end of words that occur before words beginning with a consonant, tap your tongue on the alveolar ridge, stop the vocal sound, then go on to the next word.

Listen to the examples and repeat them after the speaker.

EXAMPLES

She ate three hot dogs.

The fat cat sat down on the mat.

I'll bet she got the hat with that money.

I met them at the market.

In certain words, the /t/ is unreleased as above, then followed by the unstressed vowel sound $/\mathfrak{d}/$, then by the sound $/\mathfrak{n}/$.

Listen to the examples and repeat them after the speaker.

Examples		
button mitten kitten	foun tai n moun tai n	impor t ant sen t ence
bitten		

When the last word you say ends in the sound /t/, pronounce it either with or without the puff of air. There is no difference in meaning.

Listen to the following sentences read both ways, and repeat them after the speaker.

With the puff	Without the puff
He sat on his hat.	He sat on his hat.
She put on her coat.	She put on her coat.
They came to visit.	They came to visit.
He didn't ea t .	He didn't eat.
I didn't say tha t .	I didn't say tha t .

Practice for Mastery

Listen to the following sentences featuring the sound /t/, and repeat them after the speaker.

EXAMPLES

Those tenants tore up the apartment.

Leave the stew on the stove for two minutes.

Just a minute, please.

I put the buttons in my pocket.

Stand up straight.

Janet washed her skirt and two t-shirts.

She wished she had polished her boots.

The last time I went to that store, I got lost.

About the Letter t

The letter <u>t</u>, when followed by the sound /iuw/ is usually pronounced /ch/. (See Unit Twenty-two, page 90.)

When the letter \underline{t} occurs between vowels, it has one of the pronunciations of the sound /d/. (See Introducing the Sound /d/, which follows.)

The letter \underline{t} is silent in the following words. Listen, and repeat each word after the speaker.

	Section .	
EXAMPLES		
often	fasten	mortgage
listen	hasten	mustn't

See Unit Twenty-nine for the pronunciation of the letter t followed by <u>h</u>.

Introducing the Sound /d/



To make the sound /d/ place the tip of the tongue on the alveolar ridge and make a voiced sound. (See Figure 22.)



Figure 22. The sound /d/

Hold the $/\mathbf{d}/$ slightly at the beginning of a word, then release it with the next sound.

Listen to the examples and repeat them after the speaker.

EXAMPLES		
day	dress	d warf
dime	drive	
does		
dollar		
do		

At the end of words, before consonants, hold your tongue briefly on the alveolar ridge, then go on to the next word.

Listen to the examples and repeat them after the speaker.

Tell dad to drive. The bed belongs to me. The lid fell off. When does the tide come in?

The code number is on the back.

To make the sound of $/\mathbf{d}/$ between vowels and after the consonant $/\mathbf{r}/$, tap the tongue quickly on the palate without holding it, then go on to the next yowel.

Note that this sound is often spelled with the letters \underline{dd} , \underline{t} , and \underline{tt} .

Listen to the examples and repeat them after the speaker.

Examples			
lady	mu dd y	grated	
body	added	subtle (əl)	
fa de d	city	D. A. C.	
graded	later	litt <i>le</i>	
har de r	shorter	fitted	
order			
daddy			

Usage Tips

• To make the regular past tense, add /d/ to verbs that end in a vowel sound or one of the voiced consonants /b/, /g/, /v/, /j/, /l/, /m/, /n/, /r/, /z/, /w/, or /y/. Even though there is a letter \underline{e} before the letter \underline{d} , do not make a vowel sound before the /d/. The \underline{e} is silent.

Listen to the examples and repeat them after the speaker.

EXAMPLES		
played	rubbed	hemmed
stayed	hugged	canned
cried	loved	feare d
snowed	judge d	buzzed
glue d	rolled	

 Add the unstressed vowel /ə/ plus /d/ to verbs ending with the sound /d/ or /t/. The verb now has one more syllable.

Listen to the examples and repeat them after the speaker.

EXAMPLES		
faded	want ed	
ended	planted	
lande d	invited	
folded	created	
loade d	greeted	

• A pronoun plus '/d/ forms a contraction for the modals <u>had</u> and <u>would</u>. Be careful to not use the unstressed vowel /ə/ here, which would add another syllable to the word.

Listen to the examples and repeat them after the speaker.

EXAMPLES	
I'd been there before.	(I had been there
They'd called us earlier.	before.) (They had called us earlier.)
We'd better stay.	(We had better stay.)
You'd better not do that.	(You had better not do that.)
$\Gamma \mathbf{d}$ help you if I could.	(I would help you if I could.)
He' d come i f he want e d to.	(He would come if he wanted to.)
We' d like a drink.	(We would like a drink.)

Practice for Mastery

Listen to the following sentences featuring the sound $/\mathbf{d}/$, and repeat them after the speaker.

EXAMPLES

Dan drove us ground before dinner.

Does Donna have a dollar?

David didn't do the dishes.

He said it.

I got it.

She did it.

That bed is old.

She had a bad cold.

He ate a bit of butter.

Fred is a forty-year-old veteran.

Patty sat on the little ladder.

Eddy's thirty today.

It's a beautiful city, but it's so dirty!

About the Letter d

The letter \underline{d} followed by the sound /iuw/ is usually pronounced /j/. (See Unit Twenty-two, page 90.)

The letter \underline{d} is silent in the following words. Listen, and repeat each word after the speaker.

EXAMPLES

Wednesday grandfather grandmother grandchildren handkerchief

Practice in Context

Listen to the following poem featuring the final past tense sounds /t/, /d/, and $/\partial d/$, and repeat each line after the speaker.

The Surprise Party

/t/
They shopped, spent, cooked, ate,
Drank, gossiped, laughed, baked,
Stopped and talked,
Worked and walked.
/d/
They planned, saved, sewed, schemed,
Programmed, whispered, giggled, dreamed,
Enjoyed and played,
A party made.
/əd/
They decorated and waited,
Then shouted and celebrated.

Now listen to a tongue twister that features the sounds /t/ and /d/, and repeat each line after the speaker.

The Tutor

A tutor who tooted the flute
Tried to teach two young tooters to toot,
Said the two to the tutor:
"Is it harder to toot,
or to tutor two tooters to toot?"



Introducing the Sound /k/

To pronounce /k/, bring the back of the tongue to the velum, stop the air completely, then release it with a voiceless sound. (See Figure 23.)



Figure 23.
The sound /k/

At the beginning of words, release $/\mathbf{k}/$ with a puff of air. To make sure the puff of air is strong enough, hold a small piece of paper in front of your mouth as you say the following words. The paper should move considerably.

Listen to the following examples, and repeat them after the speaker.

EXAMPLE	E S	
cat cost	clean crazy	kettle (əl)
-	Oraz)	kh aki

Make the same puff of air when a word ends in another consonant plus /k/.

Listen to the following examples, and repeat them after the speaker.

EXAMPLES				
fran k in k	wor k for k	ask	tal k wal k	
		mosque		

Do not make the puff of air when /k/ is followed by the sound /w/.

Listen to the examples and repeat them after the speaker.

EXAMPLES	
quick	
queen	
question	
quite	

Do not make the puff when /k/ occurs in the middle of a word before a vowel sound.

Listen to the following examples, and repeat them after the speaker.

EXAMPLES			
lanky asking	sti ck y ti ckl e (əl)	un cle (əl) cho cola te	la cque r
monkey	wi cke d		sa cch arine

When /k/ occurs just after the sound /s/, there is no puff of air.

Listen to the following examples, and repeat them after the speaker.

EXAMPLES	
s k in s k ate	school schedule
bas ke t	
scrape	

When /k/ occurs just before another consonant, bring the back of the tongue to the velum, stop the air briefly, but do not release it; then make the next sound.

Listen to the examples, and repeat them after the speaker.

Examples		
as k s li k es	as k ed li k ed	action (ak shən) actor
bakes	ba k ed	pi ctu re (pik chər) an xiou s (aŋk shəs)

Listen to the following sentences, and repeat them after the speaker.

Pick the music up tomorrow. Look at the black bike over there. I'll make a cake in the morning. Did Rick rake the leaves? Luke fell off his bike and scraped his skin.

When /k/ is the last sound in a word or sentence, pronounce it with or without the puff of air. There is no difference in meaning.

Listen to the following examples of sentences read both ways and repeat them after the speaker.

Examples	
With the puff	Without the puff
Don't look!	Don't look!
That's a fake.	That's a fake.
I have a stomach ache.	I have a stomach ache.

Practice for Mastery

Listen to the following sentences featuring the sound /k/, and repeat them after the speaker.

EXAMPLES

Can you cut the cake for me?
Carolyn couldn't come to the concert.
His wicked uncle has no scruples.
Mike and Jack can work quickly.
He walks to the bank every day.
They talked and asked questions.

About the Letters k and c

The letter \underline{k} is not pronounced in the following words. Listen, and repeat each word after the speaker.

EXAMPLES		
know	knowledge	knife
knew	knee	blackg ua rd

The letter \underline{c} is silent in the following word. Listen, and repeat after the speaker.

EXAMPLE	
indict	

Introducing the Sound /g/

To make the sound $/\mathbf{g}/$, bring the back of the tongue to the velum, stop the air briefly, then release it with a voiced sound. (See Figure 24.)



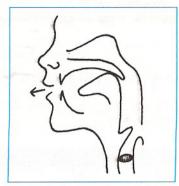


Figure 24.
The sound /g/

Listen and repeat the examples after the speaker.

EXAMPLES			
game glad	e gg e gg s	gh ost	
grade	bi gge r ru gge d		

Practice for Mastery

Listen to the following sentences featuring the sound $/\mathbf{g}/$, and repeat them after the speaker.

EXAMPLES

Go get your grandmother's glasses.

Peggy begged to go to the art gallery.

Gloria gives gracious get-togethers.

Please give me eight gallons of gas.

Maggie bagged all the groceries.

Gayle dragged the rugged luggage through the gate.

Contrasting Sound Practice

To compare /g/ with /k/, repeat the following words after the speaker.

/k/	/g/	/k/	/g/
cot	got	ba ck	bag
cane	gain	pick	pig
came	game	hawk	hog
come	gum	bi ck er	bigger
clean	glean	sa ck ed	sagged
curl	girl	tacked, tact	tagged
rack	rag		00

Recognition Practice

The speaker will read four sentences. Circle the ones you hear, or repeat them during the pauses and do the written exercise later. The answers are on page 83.

EXERCISE

1. Gary got a clean rag.

2. He is just like a hawk.

3. We need the glue.

4. Please put it in the back.

Gary got a clean rack.

He is just like a hog. We need the clue.

Please put it in the bag.

About the Letter g

The letter g after the letter \underline{n} has the sound $/\eta/$. See Unit Twenty-six, page 116.

The letter g is not pronounced in the following words. Listen, and repeat each word after the speaker.

Examples		
phlegm	caught, taught	weight, eight
di <i>a</i> phragm	bought, brought	might, light
sign	through	campaign
champagne	though	reign
lasagna	height	

Answers to Exercise

Recognition Practice, p. 82 Gary got a clean rag. He is just like a hawk. We need the glue. Please put it in the back.

Introducing the Sound /f/

To make the sound f, place the top teeth firmly on the inside of the bottom lip; release the air continuously with no voice. (See Figure 25.)



Figure 25.
The sound /f/

Listen to the examples and repeat them after the speaker.

XAMPLES			
fall fish	ba ffle (∂l) pu ff ed	ph one tro ph y	lau gh lau gh s
food fresh	mu ff	Ralph	lau gh ed
flower	ha lf	Ral ph 's	tou gh cou gh
a fte r	often	sa pph ire	8

Practice for Mastery

Listen to the following sentences and repeat them after the speaker.

EXAMPLES

Freddy found fresh flowers for his friend.

Francie lifted her finger to show off her sapphire.

Ralph's life is tough, but he laughs.

Phil's life is soft, but he frets.

He ate the fish and half a loaf of bread, then left.

Contrasting Sound Practice

Compare the sound /p/, from Unit Eighteen with /f/ by repeating the following words after the speaker.

/p/	/f/	/p/	/f/
pin	fin	pile	file
peel	feel	pour	four
p ine	fine	pray	fray
paid	fade	pride	fried
pail	fail	pieced	feast
pare, pair, pear	fare, fair	pup	puff
peer	fear	sipped	sift
pork	fork	ripped	rift

Recognition Practice

The speaker will read four sentences on the CD. Circle the ones you hear, or repeat them now and do the written exercise later. The answers are on page 89.

EXERCISE

1. Please peel this fruit.	Please feel this fruit.
2. It's a pine floor.	It's a fine floor.
3. She needs the pork	She needs the fork
to make the pie.	to make the pie.
4. How much is the pair?	How much is the fair?

Practice in Context

Now, after the speaker, repeat each line of the following poem featuring the /p/ and /f/ sounds.

One fresh fall day
Paul went to the fair
To find some fun and food.
But while hopping a fence
He ripped his pants,
Which put him in a foul mood.
But he found a fine friend
And prayed she would mend
The rip before it could fray;
And although he was pieced
With a patch on the seat
He went to the feast anyway.

Introducing the Sound /v/

To make the sound /v/, place the upper teeth against the inside of the lower lip, and release the air with a voiced sound. (See Figure 26.)

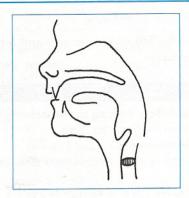


Figure 26.
The sound /v/

Listen to the following examples, repeat them after the speaker, then listen for the confirmation.

Examples			
vine	save	saves	
vote	five	believes	
favor	believe	saved	
ever		loved	
envy	of		

Usage Tip

• The contractions of <u>I have</u>, <u>you have</u>, <u>we have</u>, and <u>they have</u> are formed by adding an apostrophe ('ve) to the pronoun.

Listen to the examples and repeat them after the speaker.

EXAMPLES	
I've been there.	(I have been there.)
You've seen it.	(You have seen it.)
We've won.	(We have won.)
They've gone.	(They have gone.)

Practice for Mastery

Listen to the following sentences and repeat them after the speaker.

EXAMPLES

Evelyn arrived in evening gloves at eleven.

Val survived the five-hour drive.

She is obviously envious, and I love it.

It takes a lot of nerve to drive over there in the van.

They've never voted in Virginia before.

Contrasting Sound Practice

Compare the sound $/\mathbf{b}/$, from Unit Eighteen with $/\mathbf{v}/$. Listen to the following words, and repeat them after the speaker.

/b/	/v/	/b/	/v/
bet	v et	ballet	valet
base	vase	bent	vent
berry, bury	very	best	vest
buys	vise	marble	marvel
b ail, b ale	veil, vale	Serbs	serves

Recognition Practice

Four sentences are recorded on the CD. Circle the ones you hear, or repeat them during the pauses and do the written exercise later. The answers are on page 89.

When you have mastered these, try recording them on tape to compare your pronunciation with that of the speaker.

EXERCISE

She's a good bet.
 We want to see
 the ballet.
 She's a good vet.
 We want to see
 the valet.

 I only want the vest.

4. Bev's bail was stiff. Bev's v

Bev's veil was stiff.

Answers to Exercises

Recognition Practice, p. 85 Please feel this fruit. It's a pine floor. She needs the fork to make the pie. How much is the pair? Recognition Practice, She's a good vet. We want to see the ballet. I only want the best. Bev's veil was stiff.

Introducing the Sound /ch/

To make the sound /ch/, place the center of the tongue on the palate; stop the air completely, then release it abruptly with a voiceless sound. (See Figure 27.)



Figure 27.
The sound /ch/

Listen to the examples and repeat them after the speaker.

Examples			
chase chance reaching lunch lunches reached	catch catching catches watched	question	

When a word or syllable beginning with the sound /iuw/ follows the sound /t/, a /ch/ sound is formed.

Listen to the examples and repeat them after the speaker.

situation	let you	can't you
ritual	don't you	didn't you
fac tua l	won't you	wouldn't you

Practice for Mastery

Listen to the following sentences featuring the sound /ch/, and repeat them after the speaker.

EXAMPLES

The teacher chose Chinese Checkers for the children.

Charles and Chuck lunched on cheese and chips. Couldn't you eat your lunch, and then watch the match?

Didn't you watch the speech on channel 7? I can't let you exchange the watch.

About the Letter Combination ch

The letter combination <u>ch</u> is silent in the following word. Listen and repeat.

EXAMPLE			
yacht			

Introducing the Sound /j/

To make the sound /j/, place the center of the tongue against the palate, stop the air completely, then release it abruptly with a voiced sound. (See Figure 28.)



Figure 28.
The sound /j/

jam	germ	bri dg e	soldier
j ust	gym	judged	
aj ar	agency	edges	
major	region		
	huge		

The sound $/\mathbf{d}/$ followed by $/\mathbf{i}\mathbf{u}\mathbf{w}/$ is pronounced $/\mathbf{j}/$.

Listen to the examples and repeat them after the speaker.

Examples			
e du cat io n gra du ate ind i vi dua l	di d y ou woul d y ou coul d y ou	ha d y ou	

Practice for Mastery

Listen to the following sentences featuring the sound $/\mathbf{j}/$ and then repeat them after the speaker.

EXAMPLES

I wanted you to come to my graduation. Jim's a junior, majoring in education. Would you please register at the gym? Jill, in her jeans, jumped into her jeep. Janice, did you see the soldier?

Introducing the Sound /sh/

To make the sound /sh/, touch the palate with the sides of the tongue and release the air slowly through the passageway formed down the center of the tongue. Do not stop the air flow. Do not make a sound with your voice. (See Figure 29.)



Figure 29. The sound /sh/

Listen to the following examples and repeat them after the speaker.

sugar	sh ame	men tio n	so cia l
sure	\mathbf{shoe}		spe cia l
	fa shio n	chef	
assure	wishes	chauffeur	o cea n
issue	wished	m ach ine	

Practice for Mastery

Listen to the following sentences featuring the sound /sh/, and repeat them after the speaker.

EXAMPLES

Don't mention her anxious expression.

Sean assured me he'd shine his shoes.

Share the sugar with Charlotte.

She wished she had gone shopping.

Practice in Context

Now say this poem, one line at a time, after the speaker.

Sharon and Charlotte shopped for shallots.

The shallots were shipped from chateaux.

Sharon shared the shallots

That were shipped in the box.

Should she share the champagne, too? No!

Contrasting Sound Practice

To compare /ch/ from Unit Twenty-two with /sh/, repeat the following words after the speaker.

/ch/	/sh/	/ch/	/sh/
chin	shin	ch eek	ch ic
cheese	she's	which, witch	wish
choose	shoes	watch	wash
cheap	sheep	watches	wa she s
ch air	share	ma tch ing	ma sh ing
chop	\mathbf{shop}	ma tch ed	ma sh ed
chip	ship	cru tch	$\operatorname{cru}\mathbf{sh}$

Unit Twenty-Three: The Sounds /sh/, /zh/

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Recognition Practice

Four sentences are recorded on the CD. Below, circle the ones you hear, then check your work on page 97.

EXERCISE

1. Charles hurt his chin.	Charles hurt his shin.
2. This is your chair.	This is your share.
3. His witches are evil.	His wishes are evil.
4. Will you watch	Will you wash
the baby?	the baby?

Introducing the Sound /zh/

To make the sound /zh/, touch your palate with the sides of your tongue, and release the air slowly through the passageway formed down the center of the tongue. Do not stop the air. Make a sound with your voice. (See Figure 30.)



Figure 30.
The sound /zh/

Listen to the following examples and repeat them after the speaker.

XAMPLES			
a zu re	mea su re u sua l	Asia vision	g a ra ge bei ge
	4544	Per sia n	prestige
			r egi me
		equa tio n	garages

This sound does not occur at the beginning of words.

Practice for Mastery

Listen to the following sentences featuring the sound /zh/, then repeat them after the speaker.

EXAMPLES

They usually watch television for pleasure. She occasionally wears her beige blouse. Take the usual measurements.

They found the treasure in Asia.

Answers to Exercise

Recognition Practice, p. 96 Charles hurt his shin. This is your chair. His wishes are evil. Will you watch the baby?

Introducing the Sound /s/

To make the sound /s/, place the center of your tongue against the palate and release the air slowly, but do not stop the air, and do not make a sound with your voice. (See Figure 31.)



Figure 31.
The sound /s/

Listen to the following examples and repeat the words after the speaker.

fast leased	psychology	waltz waltzed	
small eraser	mi ss ed bo sse s	fa c e	
s quare	kiss	re c ent a c id	
say some	sc ene	cell	

The letter \underline{x} is often pronounced as /k/ + /s/.

EXAMPLES				
ax relaxed saxophone	expect extra exercise	fix	fox	tuxedo

Be careful not to add a vowel sound before the /s/ at the beginning of a word. To avoid this, try pronouncing the /s/ at the end of the previous word.

Listen to the examples and repeat them after the speaker.

EXAMPLES

I s/peak S/panish. ("Ice peaks panish.")
Steve s/pends his pennies on s/tamps.
Scott s/kates at a s/pecial s/kating rink.
Stacy s/tays in the S/tates with her s/tepsister.

Usage Tips

- The final -s of plurals and third person (he, she, it) present tense verb forms is pronounced /s/ when it follows the voiceless consonant sounds /p/, /t/, /k/, /f/, and $/\theta/$.
- The 's indicating possession or a contraction of <u>is</u> or <u>us</u> is also pronounced /s/ when it follows the voiceless consonants.

Listen to the following examples, repeat the words after the speaker, then listen for the confirmation.

Noun plurals	3rd-person singular verbs	Possessives and certain contractions
maps	tapes	Pat's
	The little branch	Jack's
hats	hits	Ruth's
socks	cooks	
beliefs	looks	Miss Crist's
graphs	laughs	
bath s		let's (let us)
wasps	grasps	it's (it is)
tests	tastes	that's (that is)
ta s k s	asks	what's (what is

Practice for Mastery

Listen to the following sentences featuring the sound /s/, and repeat them after the speaker.

EXAMPLES

Let's sew some snowsuits, said Sally.

The sly fox sits in the forest and waits.

Let's ask the guests for a list of requests.

Miss Smith cooks the best feasts.

Send Sue to the store on Saturday.

Small Stephen still smiles sweetly.

Stephanie slowly spins her sled in the snow.

The Spanish speak Spanish in Spain.

It's the worst snowstorm I've seen.

About the Letter s

The letter \underline{s} is silent in the following words. Listen, and repeat each word after the speaker.

EXAMPLES		
corps	chassis	chamois
aisle	debris	lisle

Contrasting Sound Practice

To compare the sound /sh/, from Unit Twenty-three, with /s/, repeat the following words.

/sh/	/s/	/sh/	/s/
shoot, chute	suit	she'll	seal
shed	said	shock	sock
shower	sour	ship	sip
shoe	sue	shine	sign
show	sew, sow, so	shelf	\mathbf{s} elf
sh ame	same	shave	save
sheet	seat	leash	lease
sh e'd	\mathbf{s} eed	me sh	mess

Recognition Practice

Four sentences that feature these two sounds are recorded on the CD. Below, circle the ones you hear, then check your answers on page 108.

EXERCISE

1. It was a big shock.	It was a big sock.
2. Can you ship it?	Can you sip it?
3. Can you shave	Can you save
my face?	my face?
4. They got good sheets.	They got good seats.

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Introducing the Sound /z/

To make the /z/ sound, place the center of the tongue against the palate: release the air slowly, without stopping. Make a sound with your voice.





Figure 32. The sound /z/

Listen to the following examples and repeat the words after the speaker.

Examples			
zero	xerox	easy	
lazy	xylophone	cousin	
freeze	anxiety	cheese	

• The letter \underline{x} is sometimes pronounced as /g/+/z/.

Examples			
examine	exaggerate	exert	
exact	exist		

Contrasting Sound Practice

Compare the sound /s/ with the sound /z/ by repeating the following words after the speaker.

/s/	/z/	Isl	/z/
sip	zip	place	plays
Sue	ZOO	cease	sees
loose	lose	raced	raised
rice	rise		

Usage Tip

• The sounds /s/ and /z/ can indicate the difference between a noun and a verb. Repeat the following examples after the speaker.

Nouns—/s/	Verbs—/z/	
1404113-737		
the abuse	to abuse	
the advice	to advise	
the excuse	to excuse	
the grease	to grease	
the house	to house	
the use	to use	

Practice for Mastery

Now repeat these sentences after the speaker.

EXAMPLES

We can house five of your guests at our beach house.

There is no use for that gadget. I can't use it. Victims of abuse sometimes learn to abuse others.

When I asked him for advice, he advised me to keep quiet.

We excused him that time, but there was no excuse for his behavior.

Usage Tips

• Noun plurals, third person present tense verb forms, possessives, and contractions after vowels and the voiced consonants /b/, /d/, /g/, /v/, /m/, /n/, /ng/, /l/, /r/, and /d/ are spelled -s or -es, and pronounced /z/. Be very careful *not* to pronounce the vowel e between the voiced consonant and s.

Listen to the following examples and repeat them after the speaker.

Noun plurals	3rd-person singular verbs
potatoes	crie s
labs	sees
heads	does
dogs	rides
leaves	leave s
rooms	breathes
cans	comes
things	runs
prisms	

Possessives	Contractions with is
Bob's	he's
Peg's	she's
Martha's	
his	
hers	
your s	
ours	
theirs	

Listen to the following sentences featuring the sound /z/, and repeat them after the speaker.

EXAMPLES

She's my friend's cousin.

He reads newspapers and magazines on Thursdays. He loves his new toys.

Susan's cousin leaves on Wednesday.

After the sounds /s/, /sh/, /z/, /zh/, /ch/ and /j/, add the unstressed vowel /ə/ before the grammatical -s. The combined sound /əz/ adds one syllable to the word.

Listen to the following examples, repeat them after the speaker, then listen for the confirmation.

Noun plurals	3rd-person singular verbs	Possessives
glasses	kisses	Bruce's
wish es	brushes	Trish's
bruis es	praises	Rose's
garages	massages	Solange's
churches	matches	Mrs. Gooch's
pages	stages	Page's

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Practice for Mastery

Listen to the following sentences featuring the sound /2z/ and repeat them after the speaker.

EXAMPLES

He washes his cars in Charles's garages. She teaches Bruce's niece's friend. Rose's daughter wishes she had new glasses. Mrs. Jones faxes pages of messages to our offices. All of Mrs. Watkins's watches are Rolexes.

Practice in Context

Listen to the following poems which feature the sounds /s/, /z/, and $/\partial z/$, and repeat them line by line during the pauses.

The Supermarket (Plural Nouns)

What's in the store? /s/ Carrots, beets, Grapes, meats, Drinks, cakes, Soups, sweets, Leeks, soaps, Lots of treats. /z/ Onions, potatoes, Cans of tomatoes, Breads, medicines, Vegetables, like peas, Non-food items. All kinds of cheese.

/az/ Lettuces, radishes, Packages, juices, Peaches, matches, Good things for all uses, Spices, low prices, Some surprises, No abuses.

The Doll (Third-person Singular Verbs)

What does she do? /s/ She laughs, talks, Wets, walks, Sleeps, drinks, Eats, blinks, And asks for nothing. /Z/ She soothes, cries, Lies in the crib, Smiles, sings, Comfort brings. /az/ She dances, entrances, Amuses, amazes, And causes no trouble.

The Lost and Found (Possessives and Contractions)

/s/

Whose coat is this? It's Jack's or Rick's. And that one? That's either Pat's or Mick's. This hat's pretty, Is it Miss Smith's? It looks like the kind She always picks. /z/ These shoes are big They might be John's. But they could be His brother Tom's. Who knows whose things Are in these rooms? Those sweaters are probably Old Ms. Blume's. /27./ Galoshes, britches, sashes, watches, Are they Rose's, Or Mrs. Dodge's? They could be Charles's

Answers to Exercise

Recognition Practice, p. 101 It was a big shock. Can you sip it? Can you save my face? They got good seats.

Or Mrs. Welsh's, But they're more likely Someone else's.



Unit Twenty-Five The Sounds /l/, /r/

Introducing the Sound /l/

To pronounce /l/, curl your tongue up; put the under side of the tongue firmly on the back of your top teeth and make a sound with your voice. (See Figure 33.)



Figure 33. The sound /I/

Listen to the examples and repeat them after the speaker.

Example	S			
lake love	daily solve shelf film	clean glass place	male an <i>i</i> m <i>a</i> l alcohol	ye ll ow fi ll ed wi ll

Usage Tip

• The subject pronouns plus -'ll form contractions with the final /l/ sound of will, indicating some instances of future time.

Listen to the examples and repeat them after the speaker.

EXAMPLES			
I' ll you' ll he' ll	she' ll it' ll (it- ə l)	we' ll they' ll	

Practice for Mastery

Listen to the following sentences featuring the sound /l/, and repeat them after the speaker.

EXAMPLES

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Lola likes to laugh a lot.

That fellow, Luke, loves the bowling alley.

She'll like the lovely landscape.

We'll help you fill the glasses.

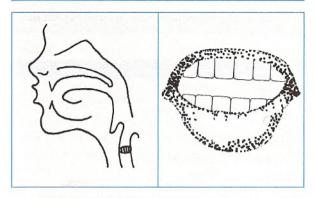
About the Letter I

The letter <u>l</u> is silent in the following words. Listen, and repeat each word after the speaker.

Examples			
half	could	Lincoln	
halves	should		
salve	would		

Introducing the Sound /r/

To make the sound /r/, keep the tongue back; do not let your tongue touch inside your mouth; round your lips and push them forward. Make a voiced sound. (See Figures 34A and 34B.)



Unit Twenty-Five: The Sounds /1/, /r/

Figure 34. The sound /r/

Listen to the examples and repeat them after the speaker.

race ride	cry draw from	around carol	
write	green price try through		
mi rror co lo nel bi r d	pair more martyr	fears fires	
orphan	,	cared	
surprise		fired	

Usage Tips

• The grammar markers -s and -ed are voiced after /r/.

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Listen to the following examples and repeat them after the speaker.

Examples		
/r/ + /z/	/r/ + /d/	
fears	feared	
cares	cared	
fires	fired	
implores	implored	
lures	lured	

/r/ plus e is a prefix that indicates "to do again."
 Listen to the examples and repeat them after the speaker.

EXAMPLES		
re-do	re-decorate	
re-peat	r e-write	

 e or o (both pronounced /ə/) plus /r/ is a noun marker meaning "a person who does something."

Listen to the examples and repeat them after the speaker.

Examples			
teacher	sinner	actor	executor
preacher	reader	doctor	
lawyer	speeder	tutor	

 e plus /r/ at the end of an adjective indicates its comparative form.

Listen to the examples and repeat them after the speaker.

EXAMPLES			
taller richer	older faster	shorter poorer	younger slower
sweeter	happier	dearer	sillier
nicer	friendli e r	newer	cozier

• -r at the end of a pronoun can indicate possession.

Listen to the examples and repeat them after the speaker.

EXAMPLE	S	
your	her	
our	their	

• 're indicates a contraction of the verb are.

Listen to the examples and repeat them after the speaker.

EXAMPLES		
you're we're	they're ther e 'r e	

Practice for Mastery

Listen to the following sentences featuring the sound $/\mathbf{r}/$ and repeat them after the speaker.

EXAMPLES

Rita read three very short stories.

Roger, the writer, brought thirty red roses.

Remember to write to your friends.

Robert ran to the store for his mother.

There're prettier flowers at the florist's.

We're here to remember our father.

Contrasting Sound Practice

To compare the sound /l/ with the sound /r/, repeat the following words after the speaker.

EXAMPLES		
/\/	/r/	
led, lead	red, read	i bas seri ku 🗝
lift	rift	
liver	river	
laughed	raft	
light	right, write	
low	row	
alive	arr ive	
be lieve	be reave	
belly	berry	
plays	prays, praise	
climb	crime	
clam	cram	
flight	f r ight	
label	labor	
pale, pail	pa r e, pai r , pea r	

Recognition Practice

Ten words featuring /l/ and /r/ sounds are recorded next on the CD. Below, circle the words you hear, then check your answers on page 115.

EXERCISE

_	AG TO THE RESERVE OF THE PARTY			
	1. alive	arrive	6. flight	fright
	2. led	red	7. plays	prays
	3. climb	crime	8. pail	pair
	4. laughed	raft	9. liver	river
	5. light	right	10. belly	berry

Recognition Practice

You will hear five sentences on the CD. Circle the ones you hear, then check your answers below.

EXERCISE

1. Laura prays all day.	Laura plays all day.
2. Please get me a pear.	Please get me a pail.
3. Is it right yet?	Is it light yet?
4. Can you read them?	Can you lead them?
5. The teacher corrected	The teacher
the tests.	collected the tests.

Practice in Context

Now repeat this poem, one line at a time, to practice /1/ and /r/.

What'll you have?

I'll have lemon pie, with lots of meringue on the top. You'll get fat; you'll get sick; you'll be sorry tomorrow. Never mind. I'll have diet pop.

Answers to Exercises

Recognition Practice, p. 114 arrive; red; climb; laughed; right; flight; plays; pair, pare, or pear; river; belly Recognition Practice, Laura plays all day. Please get me a pear. Is it right yet? Can you lead them? The teacher collected the tests.



Unit Twenty-Six The Sounds /m/, /n/, /ŋ/

Introducing the Sound /m/

To produce the sound /m/, press your lips together and make a voiced, humming sound; release the air through your nose. (See Figure 35.)



Figure 35.
The sound /m/

Listen to the following examples and repeat them after the speaker.

XAMPLES				
maybe mother	tomorrow famous	name them him from	games tamed camp	co mb cli mb

Usage Tip

• I'm = I am. The sound /m/ is the contracted verb in the sentence.

Practice for Mastery

Listen to the following sentences featuring the sound /m/, and repeat them after the speaker.

EXAMPLES

My name is Emily.

Maybe my mother will make something.

I'm coming home with them tomorrow.

My roommate's from Maine.

I'm from Alabama.

Introducing the Sound /n/

To pronounce /n/, place your tongue against your palate and hold it there; make a voiced sound and release the air through your nose. (See Figure 36.)



Figure 36.
The sound /n/

Listen to the examples and repeat them after the speaker.

Examples				
name	any	and	sane	plains
never	money	angel	then	trained
		interest	envy	
know	funny	thin		

Usage Tips

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• -n is added to the indefinite article a before words that begin with vowels.

The sound /n/ makes the difference between the articles a and an. The article a is used before words that begin with a consonant sound, while an is used before those that begin with a vowel sound. Listen to the following examples.

1 1 1	1 1 1
Words that begin	Words that begin
with a consonant sound	with a vowel sound
a hat	an apple
a lock	an orange
a man	an extra copy
a nice man	an inch
a rose	an elevator
a sentence	an umbrella
a xerox copy	an apartment

Most words that begin with the letter h are pronounced with the consonant sound/h/, and are preceded by a. Listen to the following examples.

EXAMPLES

- a happy child
- a hysterical child
- a history lesson
- a historic house
- a historical novel

However, the letter h is silent in a few words that begin with a vowel sound. An is used before these words. Listen to the following examples.

Unit Twenty-Six: The Sounds /m/, /n/, /n/

EXAMPLES an honor an honest answer an honorable discharge

The names for the following consonant letters actually begin with vowel sounds.

H (eiych)	<u>L</u> (εll)	<u>Μ</u> (εm)	N (En)
R (ar)	\underline{S} (ε ss)	\underline{X} (ϵ ks)	

Use the article an when using these letters by name. Listen to the examples, and repeat them after the speaker.

Examples		
an HOV lane	an NBC program	an x-ray
an LSAT test	an R.S.V.P.	
an MBA degree	an S.O.S.	

• -n't is added to the verb to be and to auxiliary verbs to make contractions of those verbs and not.

When the n't follows the sounds $\left|\frac{d}{t}\right| \left|\frac{v}{s}\right|$ /z/, the vowel sound $/\partial$ and the /n/ are pronounced together, adding a syllable to the word. Listen to the examples, and repeat them after the speaker.

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Examples		
One syllable	Two syllables	
aren't (arnt)	wouldn't (wud-ənt)	
weren't (wernt)	shouldn't (shud-ənt)	
don't (dont)	could n't (cud- ən t)	
can't (cant)	didn't (did-ənt)	
	had n't (had-ənt)	
	might n't (maiyt-ənt)	
	haven't (have-ənt)	
	is n't (is-ənt)	
	hasn't (has-ənt)	
	wasn't (was-ənt)	
	mustn't (mus-ənt)	

• -en is the past participle marker for many verbs.

Listen to the examples and repeat them after the speaker.

EXAMPLES			
taken	given	froz en	
eat en	gotten	proven	
driv en			

Practice for Mastery

Listen to the following sentences featuring the sound /n/, and repeat them after the speaker.

EXAMPLES

The sun shines.

The thin man is an African dancer.

Mine is fine.

Tony has taken the train.

Nancy has many new friends.

They haven't eaten the tuna.

About the Letter n

The letter \underline{n} is silent in the following words. Listen, and repeat each word after the speaker.

Examples		
aut u mn	column	hymn

Contrasting Sound Practice

To compare /m/ with /n/, repeat the following words after the speaker.

/m/	/n/	/m/	/n/
might	night	he m	hen
mere	near	lame	lane
dime	dine	simmer	sinner

Recognition Practice

Four sentences featuring the sounds /m/ and /n/ are recorded next on the CD. Circle the ones you hear, then check your answers on page 126.

EXERCISE

1. I'm doing the same	I'm doing the sane
thing.	thing
2. We would love a	We would love a
little sum.	little son.
3. She brought a hem	She brought a hen
for me to fix.	for me to fix.
4. The dimmer's on	The dinner's on
the table.	the table.

Introducing the Sound /ŋ/

To make the sound $/\eta$ /, bring the back of your tongue up against the velum, close the air off completely, and release it through the nose. (See Figure 37.)





Figure 37.
The sound /ŋ/

Listen to the examples and repeat them after the speaker.

EXAMPLES		
long	hanger	to ng ue
stro ng si nging	si nge r b e lo ng ed	
going	belongings	

A double consonant sound is formed when /ng/ is followed by the sounds /g/ or /k/.

Listen to the examples and repeat them after the speaker.

EXAMPLES			
fi nge r	stro nge r	tha n king	si n king
lo nge r	ta ngle	thi n king	dri n king

There are three consonant sounds together in the following words. Listen, and repeat them after the speaker.

EXAMPLES		
thanked	anxious	
$(\eta + k + t)$	$(\mathfrak{g} + \mathbf{k} + \mathbf{sh})$	

Usage Tip

• -ing is added to the verb to form the present participle.

Listen to the examples and repeat them after the speaker.

Examples I'm going.

She's looking.

They were shopping.

We have been looking.

The book is interesting.

The movie was fascinating.

Practice for Mastery

Listen to the following sentences featuring the sound $/\eta/$ and repeat them after the speaker.

EXAMPLES

The singer sang too many long songs. Your fingers are longer and stronger than mine.

The rings belong on the singer's finger.

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Contrasting Sound Practice

Now compare the sound /m/ with the sound $/\eta/$ by repeating the following words.

EXAMPLES			
/m/	/ŋ/	/m/	/ŋ/
rim	ring	swi mme r	swi nge r
ru m	rung	simmer	singer
su m , so m e swi m	su ng swi ng	Sam	sang

Dictation Practice

Listen to the four sentences recorded on the CD and write the ones you hear. Check your answers are on page 126.

EXERCISE

1. He gave me a rim	He gave me a ring
last week.	last week.
2. She's dating a	She's dating a
swimmer.	swinger.
3. She said she could	She said she could
swim it.	swing it.
4. Mama has some	Mama has sung
good songs.	good songs

Contrasting Sound Practice

Compare /n/ and /n/ by repeating the following words after the speaker.

Examples			
/n/	/ŋ/	/n/	/ŋ/
lawn	long	stun	stung
run	rung	thin	thing
fan	fang	sin	sing

Recognition Practice

Below, circle the four sentences you hear on the CD, then check your work on page 126.

EXERCISE

It was a long party.	
It hurts him to sing.	
I think she has fangs.	
He has rung four	
times.	
	It hurts him to sing. I think she has fangs. He has rung four

Contrasting Sound Practice

Compare /m/, /n/, and $/\eta/$ by repeating the following words after the speaker.

Examples			
/m/	/n/	/ŋ/	
rum	run	ru ng	
Sam	San	sang	
si mme r	si nne r	singer	
some	son, sun	sung	
whi m	win	wing	

Practice in Context

Listen to the following dialogue featuring the sounds /m/, /n/, and $/\eta/$, and repeat each line after the speakers.

- -Sam, how is your son?
- —He's fine, thanks! You know, he's nineteen now.
- -What's he doing?
- —He's going to the University of New Mexico and he's planning to be an engineer.
- -When is he coming home?
- —He's coming soon, on the ninth of June.

Answers to Exercises

Recognition Practice, p. 121 I'm doing the sane thing. We would love a little sum. She brought a hem for me to fix. The dimmer's on the table.

Dictation Practice, p. 124 He gave me a rim last week. She's dating a swimmer. She said she could swing it. Mama has sung good songs.

Recognition Practice, p. 125 It was a lawn party. It hurts him to sing. I think she has fans. He has rung four times.



Introducing the Sound /θ/

To make the sound $/\theta/$, hold the tip of your tongue between your top and bottom teeth; force the air out with a voiceless sound. (See Figure 38.)

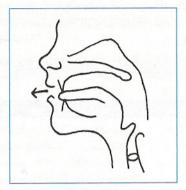


Figure 38. The sound /θ/

Listen to the following examples and repeat them after the speaker.

th ank	tru th ful	heal th	bir th s
thing	wealthy	teeth	deaths
thirsty	no th ing	month	
	something		

Usage Tips

• -th, pronounced $/\theta/$, can indicate the noun form of an adjective.

Listen to the next examples and repeat them after the speaker.

Examples			
wid th	(wide)	strength	(strong)
depth	(deep)	breadth	(broad)
length	(long)		

• -th , pronounced /θ/, indicates all the ordinal numbers except for <u>first</u>, <u>second</u>, and <u>third</u>, and combinations that end with <u>first</u>, <u>second</u>, and <u>third</u>. It also indicates all fractions except for <u>half</u> and third.

Listen to the following examples and repeat them after the speaker.

Examples		
four th	fifteenth	eighti eth
fif th	sixteenth	nineti eth
sixth	seventeenth	hundredth
seventh	eighteen th	thousandth
eight h	nineteenth	millionth
nin th	twenti eth	
tenth	thirtieth	one-four th
eleven th	fortieth	three-fifths
twelfth	fifti eth	seven-eighths
thirteenth	sixtieth	
fourteen th	seventi eth	

Practice for Mastery

Listen to the following sentences featuring the sound $/\theta/$ and repeat them after the speaker.

EXAMPLES

We both need something for our throats. He thought thirty thousand dollars was nothing. She took an oath to tell the truth. Thanksgiving is on the fourth Thursday of the month of November.

Mathematics is one of her strengths.

He may be wealthy, but he's ruthless and uncouth.

Contrasting Sound Practice

Compare the sound /s/, from Unit Twenty-four, with the sound $/\theta/$ by repeating the following words after the speaker.

/s/	/0/	/s/	/0/
sin	thin	miss	my th
sing	thing	mass	math
sink	think	pass	pa th
sought	thought	mouse	mouth
sank	thank	force	forth, fourth
sum	thumb	truce	tru th
seem, seam	theme		

Recognition Practice

Four sentences featuring the sounds /s/ and $/\theta/$ are recorded next on the CD. Below, circle the ones you hear, then check your answers on page 132.

EXERCISE

1. The truce is	The truth is
important.	important.
2. I sought it out.	I thought it out.
3. He can't find	He can't find
the pass.	the path.
4. Show the teacher	Show the teacher
your seam.	your theme.

Introducing the Sound /o/

To pronounce /ð/, hold the tip of your tongue between your top and bottom teeth; release the air with a voiced sound. (See Figure 39.)



Figure 39. The sound /o/

Listen to the following examples and repeat them after the speaker.

Examples			
they these	la the r t o ge the r	ba the clo the	ba th es clo th es
those the	brea th ing rhy th<i>m</i>	brea the	soothed

Practice for Mastery

Listen to the following sentences featuring the consonant /o/, and repeat them after the speaker.

EXAMPLES

The mother soothed the teething baby. My brother loathes this weather. Father seethed when he saw these leather pants.

About the Letters th

The letters th are silent in the following words. Listen, and repeat each word after the speaker.

EXAMPLES	
asthm a	isthmus

Contrasting Sound Practice

Now compare the sound /d/, from Unit Nineteen, with the sound /o/. Repeat the words after the speaker.

XAMPLES	
/d/	/5/
dare	there, their, they're
dough	though
den	then
la dde r	la the r
we tte r	weather, whether
le tte r	leather
u tte r, u dde r	other
fo dde r	fa the r
mu tte r	mother
writing, riding	wri th ing
breed	breathe
sued	soothe
seed	seethe
skating	seathing

Recognition Practice

Listen carefully to the following four sentences on the CD, and circle below the ones you hear. Check your work on page 132.

EXERCISE

1. Did you see the	Did you see the
letter?	leather?
2. He made a big	He made a big
ladder.	lather.
3. Yes, they sued him.	Yes, they soothe him.
4. It was his mutter	It was his mother
that bothered her.	that bothered her.

Answers to Exercises

Recognition Practice, p. 129 The truce is important. I sought it out. He can't find the path. Show the teacher your seam.

Recognition Practice, Did you see the letter? He made a big ladder. Yes, they soothe him. It was his mutter that bothered her.



Unit Twenty-Eight The Sound /h/

Introducing the Sound /h/

To make the sound /h/, keep your tongue free and force air from the throat with a voiceless sound. (See Figure 40.)



Figure 40.
The sound /h/

Listen to the examples and repeat them after the speaker.

hay	m ah og a ny	who	
hill	Ohio	\mathbf{whole}	
hope	alcohol		
huge	preheat		
hurry	100		

When the words <u>he</u>, <u>her</u>, <u>his</u>, <u>him</u>, and <u>has</u> are unstressed, the /h/ sound is often not pronounced.

Listen to the examples, and repeat them after the speaker.

EXAMPLES

I don't know where (h)e is.

He gave it to (h)er yesterday.

I haven't seen (h)im.

Practice for Mastery

Listen to the following sentences and repeat them after the speaker.

EXAMPLES

Does (h)e have any hope?

Hi! What's your hurry?

Howard is hiding in Ohio.

They have a huge hotel at Lake Tahoe.

Her husband brought home a huge mahogany hutch.

About the Letter h

The letter \underline{h} is silent in the following examples. Listen, and repeat each word after the speaker.

Examples	
honor, honest	vehement
herb	exhaust
heir	exhort
hour	exhume
	shepherd
John	what
oh, ah	when
night, fight, etc.	where
though, through, etc.	why
caught, bought, etc.	khaki
	rhyth m
	thyme



Introducing the Sound /w/

To make the sound $/\mathbf{w}/$, relax your tongue, then round your lips and press them back against the front of your teeth. Make a sound as you release your lips. (See Figure 41.)



Figure 41. The sound /w/

Listen to the examples and repeat them after the speaker.

way	aw ay	queen	
was		•	
		sweet	
		twenty	
where	awhile	one	
why		once	

Practice for Mastery

Listen to the following sentences featuring the sound /w/, and repeat them after the speaker.

EXAMPLES

When will we go away?

The wind whistled in the woods.

Dwight and Duane went to Guam.

Why was there a war?

One of the twins walked twenty miles.

Wanda wore her white dress on Wednesday.

I went for a walk with Walter McGuire.

About the Letter w

The letter w is silent in the following words. Listen, and repeat each word after the speaker.

Examples	
who, whom, whose, whole	two
wren, write, wrong	toward
sword	knowledge

Practice in Context

Repeat this poem after the speaker, one line at a time, to practice /w/.

> Why do we have an \underline{h} in why, and where, when, what, and white? Well, there's a w in who, whose, and whole, and write when the meaning is right.

Contrasting Sound Practice

Compare the sound /v/, from Unit Twenty-one, with the sound /w/, by repeating the following words after the speaker.

Examples			
lvl	/w/	/v/	/w/
vine very, vary veal	wine wary wheel, we'll	vow vile veer	wow while we're
vent vase	went ways, weighs	vest	west

Recognition Practice

Four sentences featuring the previous sounds /v/ and /w/ are recorded next on the CD. Below, circle the ones you hear, then check your answers on page 140.

EXERCISE

He took the wheel.
It's in the west.
What's the wine like?
We're to the left.

Introducing the Sound /y/

To pronounce /y/, spread your tongue flat and toward the back of your mouth; do not let your tongue touch the palate. Next, make a wide smile with your lips and bring your tongue forward with a voiced sound. (See Figure 42.)



Figure 42.
The sound /y/

Listen to the following examples and repeat them after the speaker.

EXAMPLES			
yes	yet	ma yo r	iron (ai-yern)
yellow	year	be y ond	

When the sound /y/ is followed by the vowel sound /u/, the combination is exactly the same as the vowel sound /iuw/.

Listen to the examples and repeat them after the speaker.

EXAMPL	ES			
you	youth	use	Utah	usual

Practice for Mastery

Listen to the following sentences featuring the sound /y/, and repeat them after the speakers.

EXAMPLES

May I use your iron?

Yes, you may use it any time.

He's a popular hockey player at the university this year.

The Miami lawyer was triumphant yesterday.

About the Letter y

The letter \underline{y} is silent in the following words. Listen, and repeat each word after the speaker.

EXAMPLE	S			
says	prayers			

Contrasting Sound Practice

Compare the sound $/\mathbf{j}$ / from Unit Twenty-two, with the sound $/\mathbf{y}$ / by repeating the following words.

/j/	/y/	/j/	/y/
jeer	year	j oke	yoke
jello	yellow	j et	yet
ma jo r	mayor	gel	yell
jam	yam	j ot	yacht

Recognition Practice

Four sentences using the sounds /j/ and /y/ are recorded next on the CD. Circle the ones you hear and check your answers on page 140.

EXERCISE

There's no use.
My uncle is the
mayor.
Has he come
by yet?
Are you going
to Yale?

Practice in Context

Now, repeat the following poem after the speaker, one line at a time, to practice $/\mathbf{j}/$ and $/\mathbf{y}/$.

Jeremy bought *a* yellow jet, And then he got *a* yacht. "Why did you get the yacht," asked Brett, "When you haven't used the yellow jet yet?"

Answers to Exercises

Recognition Practice, p. 137 He took the wheel. It's in the vest. What's the wine like? We're to the left.

Recognition Practice, There's no use. My uncle is the major. Has he come by yet? Are you going to jail?



Sometimes a word ending in a consonant sound is followed by a word beginning with the same consonant sound, or one formed in the same position. To pronounce these "double consonants," do not release the sound between words. Emphasize the sound by holding it a little longer.

Listen to the following examples, and repeat them after the speaker.

XAMPLES	
/p/ + /p/	Keep practicing
/b/ + /b/	Grab Brian's hand.
/p/ + /b/	That pup belongs to her.
/t/ + /t/	It's not too much.
/d/ + /d/	Da d d idn't tell me.
/t/ + /d/	Don' t d o that.
/k/ + /k/	I li ke c andy.
/g/ + /g/	That rug goes here.
/k/ + /g/	They like green apples.
/f/ + /f/	Keep off Freddie's flowers.
/v/ + /v/	I love Vermont.
/v/ + /f/	He has lots of friends.
IsI + IsI	That's scary.
z + z	His zeroes are in the wrong place.
/z/ + /s/	His science class is interesting.
/1/ + /1/	He' ll li ke it.
/r/ + /r/	They are wrong.
/m/ + /m/	We named hi m M ike.
/n/ + /n/	Dan knows the truth.
/e/ + /e/	Are you going with three bags?
/e/ + /ŏ/	He left with the dog.

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There are two exceptions to this pattern. The sounds $\langle \mathbf{ch} \rangle$ and $\langle \mathbf{j} \rangle$ must be released before pronouncing another word.

Listen to the examples and repeat them after the speaker.

Examples	
/ch/ + /ch/	I can't rea ch Ch arles.
/j/ + /j/	Will you jud ge Ja ck's team?
/ch/ + /j/	She's going to teach geometry.

PART THREE STRESS PATTERNS



English words can be divided into syllables. Each spoken vowel sound makes one syllable. A syllable can be

- · a vowel sound alone,
- · a vowel before a consonant,
- · a vowel after a consonant, or
- · a vowel between consonants.



Listen to these examples of one-syllable words and repeat them after the speaker.

Examples			
Vowel alone	oh	I	
Vowel-consonant	on	ice	
Consonant-vowel	to	be	you
Consonant-vowel-			-
consonant	big	tough	cute

Each syllable in a word has a degree of emphasis, called stress. There are three stress levels in English, primary (I), secondary (I), and unstressed (-).

Each word of two or more syllables has one syllable that is longer and louder than the others. It has primary stress. In the examples that follow, these syllables are represented in **extra bold letters**.

Some words and syllables have secondary stress, which is slightly weaker than the primary one, but louder and longer than an unstressed one. These syllables are represented in **bold letters** in the examples.

There are many unstressed syllables in English. They have a short, soft vowel sound and may be difficult to hear at first. They are represented in the examples in Roman type. Unstressed vowels pronounced /ə/ are in *light blue italics*. Be careful to emphasize any consonants that occur with unstressed vowels.

Introducing Primary Stress

A word with two vowel sounds has two syllables. One syllable has primary stress. Say it a little louder and longer than the other. Pronounce the vowel with importance.

The vowel of the unstressed syllable is usually pronounced $/\mathfrak{d}/$, no matter how it is spelled. Make the vowel sound short. Pronounce the consonant sounds clearly and distinctly.

Listen to the following examples and repeat them after the speaker.

Primary stress on first syllable		Primary stress or second syllable	
/	_	-	1
cli-	ma te	ad-	vice
ac-	tor	e x-	cite
pleas-	u re	con-	fused
sol-	dier	sup-	pose
dane-	es	su r-	prised
wash-	es		Transport of the second
watch-	es		
fold-	ed		
seat-	ed		

The sounds /iy/, /ow/, /iuw/, and /i/ often keep their normal pronunciations in unstressed syllables.

Listen to the following examples and repeat them after the speaker.

Stress on first syllable		Stress on second syllable		
<i>i</i>	-	-	1	
/iy/				
ar-	my	re-	peat	
ba-	by	de-	duct	
ci-	ty	be-	gin	
/ow/				
ar-	row	0-	bey	
el-	bow	0-	mit	
fol-	low	0-	kay	
/iuw/				
ar-	gue	u-	nique	
neph-	ew			
val-	ue			
/1/				
build-	ing	in-	stead	
den-	tist	in-	sist	
mu-	sic	im-	mune	

Usage Tip

• The stress patterns *I* – and – *I* indicate the difference between certain nouns and verbs.

Listen to the following examples and repeat them after the speaker.

Nouns		Verl	os
1	-	-	1
pres-	ent	pre-	sent
reb-	el		bel
ob-	ject	ob-	ject
prog-	ress	pro-	gress
rec-	ord		cord

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To practice the difference in stress between nouns and verbs, repeat the following sentences after the speaker.

EXAMPLES

We're going to present him with a **present** at the reception.

His brother is a **rebe**l. He rebels against all the established rules.

If you don't object, I will put several objects on the table.

"When did you record your last record?," the boy asked the singer.

Introducing Secondary Stress

Some two-syllable words have **primary** stress on the first syllable and **secondary** stress on the second syllable. Say the first syllable strongly. Emphasize the second syllable a little less, but say it with a clear vowel.

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Listen to the examples and repeat them after the speaker.

EXAMPLE	Street has been a	
1	1	mak palent data of more
ac-	cent	catony site
ath-	lete	
fe-	male	
in-	come	
in-	sect	
trans-	fer	

Usage Tips

 The stress pattern I / is common for compound words. Listen to the examples and repeat them after the speaker.

Nouns		Verbs		Adjectives	
1	1	1	1	1	1
air-	plane	dry-	clean	bare-	foot
bird-	house	black-	mail	care-	free
black-	board	brain-	wash	fore-	most
drug-	store	down-	grade	home-	sick
hot-	dog	foot-	note	new-	born
land-	lord	kid-	nap		
make- rail-					

• The stress patterns I/ and -I indicate the differences between some nouns and verbs.

Listen to the examples and repeat them after the speaker.

Noun	S	Verbs		
1	1	-	1	-1-1-
com-	bine	com-	bine	
com-	pact	com-	pact	
con-	duct	con-	duct	
con-	flict	con-	flict	
con-	tract	con-	tract	
con-	trast	con-	trast	
con-	vert	con-	vert	
dis-	count	dis-	count	
per-	mit	per-	mit	
pro-	test	pro-	test	
sus-	pect	sus-	pect	

Now repeat these sentences to practice the nounverb differences in stress.

EXAMPLES

The student's conduct was unacceptable.

The teacher had to conduct him to the principal.

We signed a contract to buy the house.

Now we have to contract an architect to remodel it.

The young boy's father wouldn't permit him to get a driver's permit.

I suspect he is one of the suspects.

The stress patterns I / and I – are important for distinguishing the "teen" numbers from the "tens." Note also that they have different pronunciations of the letter <u>t</u>.

Listen to the next examples and repeat them after the speaker.

Teens		Tens		
I	1	1	-	
thir-	teen	thir-	ty	
four-	teen	for-	ty	
fif-	teen	fif-	ty	
six-	teen	six-	ty	
eigh-	teen	eigh-	ty	
nine-	teen	nine-	ty	
Sevent	een and	seventy h	ave an additional	
unstres	sed sylla	ble:		
sev e	n teen	sev e	n ty	

Say the following poem, one line at a time, after the speaker, to practice the tens and teens.

EXAMPLES

Have you seen my teen?

She's a high school queen

Between sixteen and seventeen.

She can be flirty, act like thirty,

Or a baby, then a lady,

She makes her mother feel like eighty,

Or eighteen.

• The stress patterns *I* / and *I* / distinguish compound words from other modified nouns.

Listen to the examples that follow and repeat them after the speaker.

Compound word	Modifi	er + noun
<i>I</i>	1	1
greenhouse	green	house
bluebird	blue	
darkroom	dark	room
hotdog	hot	dog
blackboard	black	board

Listen to these sentences, which compare compound nouns with other modified nouns, and repeat them after the speaker.

EXAMPLES

The kitchen was a dark room.

There was a darkroom in the basement for photos.

I saw a blue bird in the yard.

I don't think it was a bluebird.

They bought *a* new house with *a* greenhouse and *a* birdbath in the back.

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I live in *a* white house, but it's not The White House.

He said *a* few **cross words** when he couldn't finish the **cross**word puzzle.

It was 100°, and Rover was one **hot dog**. **Hot** dogs *a*re great at baseball games.

 Some words have secondary stress on the first syllable, and primary on the second.

Listen to the examples and repeat them after the speaker.

EXAMPL	ES		
1	1	1	I and the second
car- cash-	toon ier	un- un-	do pack
Chin	ese	up-	date
post-	pone	with-	draw

• Verbs with the prefix <u>re</u>, when it means "to do again," also have / *I* as a stress pattern.

Listen to the examples and repeat them after the speaker.

, ,	1 1	1 1
re- build re- do re- check re- heat	re- play re- set re- tell re- think	re- wind re- word re- write

• Some verbs followed by prepositions have special meanings, and are called <u>two-word verbs</u> or <u>phrasal verbs</u>. They too have the // stress pattern.

Listen to the examples and repeat them after the speaker.

/	1	1	1	1	1
back	_	find		put	
	down		back		down
back		give		take	
call	off	give	up	take	out
calm	down	hand	in	take	off
clean	up	hand	out	use	up
drean	up	leave	out	wind	up
dress	up	put	on		

Practice for Mastery

Now repeat the following sentences featuring the / I stress pattern.

EXAMPLES

After we unpack, we'll play Chinese checkers.

I'm going to the cashier to withdraw the money. She will rewind the cartoon for you.

We'll **retest** your blood and **postpone** your routine exam.

Please slow down, or we'll wind up on the side of the road.

Let's find out if we can take off next week.

I'll call off the next party if you don't clean up after this one.



Unit Thirty-Three Words with Three or More Syllables

Words with three or more syllables have one syllable with primary stress. The other syllables are either all unstressed, or one has secondary stress and the rest are unstressed.

Introducing Stress Pattern 1

Primary stress is on the first syllable and all other syllables are unstressed.

Listen to these examples of three-syllable words and repeat them after the speaker.

1	-	-	1	-	-
a-	ni-	mal	fin-	ish-	es
cho-	00-	late	vis-	i-	ted
fur-	ni-	ture	vis-	i-	tor
hos-	pi-	tal	dir-	ti-	er
vege-	ta-	ble	bus-	i-	est
vis-	it-	ing	care-	ful-	ly
or-	ang	-es			Shart red

Listen to the following examples of four-syllable words with pattern 1, and repeat them after the speaker.

Examples								
/	-	-	-	1	-	-	-	
for-	tu-	nate-	ly	per-	man-	ent-	ly	
in-	no-	cent-	ly	ser-	i-	ous-	ly	

Introducing Stress Pattern 2

Primary stress is on the second syllable and all other syllables are unstressed.

Listen to the following examples of three-syllable words and repeat them after the speaker.

-	1		_	1	-
a-	part-	ment	ex-	am-	ple
ba-	na-	n <i>a</i>	pro-	hi-	bit
con-	di-	tion	to-	ge-	ther
de-	ci-	sion			

Next, listen to examples of four-syllable words with pattern 2, and repeat them after the speaker.

Examples								
_	1	-	=	-	1	-	-	
com-	mu-	ni-	ty	0-	ri-	gin-	al	
e-	mer-	gen-	cy	me-	chan-	i-	cal	
ex-	per-	i-	ence	se-	cu-	ri-	ty	
in-	fer-	i-	or					

Following are some five-syllable words with pattern 2. Repeat them after the speaker.

XAMP	LES				
-	1	-	-	-	
af-	fec-	tion-	ate-	ly	
con-	si-	der-	a-	ble	
con-	di-	tion-	<i>a</i> l-	ly	
co-	op-	er-	a-	tive	
in-	ev-	it-	a-	ble	
pro-	fes-	sion-	al-	ly	

Introducing Stress Pattern 3

Primary stress is on the first syllable and secondary stress is on the third syllable. All other syllables are unstressed.

Listen to some examples of three-syllable words with pattern 3, and repeat them after the speaker.

1	-	1	1	-	1
al-	pha-	bet	pho-	to-	graph
bas-	ket-	ball	qual-		
cat-	a-	logue	re-	cog-	nize
en-	ve-	lope	ta-	ble-	cloth
ex-	er-	cise	tel-	e-	phone
		ate (verb form)	thun-	der-	storm
hol-	i-	day			

Following are examples of four-syllable words with pattern 3. Repeat them after the speaker.

/	_	1	-	1	_	1	-
die-	tion-	a-	ry	or-	din-	a-	ry
com-	pli-	ca-	ted	tel-	e-	vi-	sion
el-	e-	va-	tor				

Introducing Stress Pattern 4

Primary stress is on the second syllable and secondary stress is on the fourth syllable. All other syllables are unstressed.

Listen to the next examples of words with pattern 4, and repeat them after the speaker.

EXAMPLES	
- 1 - 1	- I - /
a- pol- o- gize ap- pre- ci- ate	con- grat- u- late par- ti- ci- pate

Introducing Stress Pattern 5

Secondary stress is on the first syllable and primary stress is on the second syllable. The other syllables are unstressed.

Listen to the following examples of words with pattern 5 and repeat them after the speaker.

,	1	_	,	1	_
ath-	let-	ic	trans-	par-	ent
beau-		cian	um-		
out-	stand-	ing	va-	ca-	tion

Introducing Stress Pattern 6

Secondary stress is on the first syllable and primary stress is on the third syllable. All other syllables are unstressed.

Listen to the following examples of three-syllable words with pattern 6 and repeat them after the speaker.

XAMP	LEO				
/	-	1	1	-	1
af-	ter-	noon	gas-	0-	line
dis-	ap-	pear	Jap-	<i>a</i> -	nese
auc-	tion-	eer	pi-	0-	neer
en-	gi-	neer	un-	der-	stand

Now listen to these four-syllable words that have pattern 6. Repeat them after the speaker.

1	-	1	
ad-	ver-	tise-	ment
ap-	pli-	ca-	tion
ar-	ti-	fi-	cial
ce-	le-	bra-	tion
dec-	0-	ra-	tion
e-	CO-	nom-	ics
ed-	u-	ca-	tion
in-	de-	pen-	dence
		fac-	
u-	ni-	ver-	sal



Prefixes are one- or two-syllable additions that occur at the beginning of some words. They carry certain meanings that modify the words.

The following examples contain one-syllable prefixes that are usually unstressed. Listen to the words and repeat them after the speaker.

Prefix		General meaning of prefix
	_	or prenx
CO-	co- op- er- ate	with
con-	con- tin- ue	with
com-	com- mit- tee	with
de-	de- liv- er	down, from
dis-	dis- cuss	negative
ex-	ex- hib- it	out, from
mis-	mis- take	wrong
pre-	pre- pare	before
pro-	pro- test	for
re-	re- ward	back

Other one-syllable prefixes usually have secondary stress. Listen and repeat after the speaker.

Prefix	1				General meaning of prefix
bi-	bi-	0-	lo-	gy	two
in-	in-	ept		UTAR BUI	not
ir-	ir-	res-	pon-	si- ble	not
mal-	mal-	nour-	ish		badly
non-	non-	poi-	son-	ous	not
pan-	pan-	0-	ra-	ma	all
post-	post-	pone			after
re-	re-	write			again
sub-	sub-	let			under
trans-	trans-	fer			across
un-	un-	hap-	ру		not
vice-	vice-	pres-		dent	deputy



As mentioned in the preceding unit, there are prefixes that have two syllables. Here are some examples:

EXAMPLES		
Prefix	General meaning	
ante-	before	
anti-	against	
auto-	self	
circum-	around	
counter-	opposite to	
hyper-	more than normal	
hypo-	less than normal	
inter-	between	
micro-	tiny	
mono-	one	
multi-	many	
poly-	many	
uni-	one	
ultra-	extreme	

When these prefixes form a three-syllable word, there is usually primary stress on the first syllable, followed by an unstressed syllable and secondary stress on the third syllable.

Repeat the following examples after the speaker.

XAMPLE	Examples						
/	-	1	1	-	1		
an-	te-	date	mi-	cro-	scope		
an-	ti-	freeze	mon-	0-	rail		
au-	to-	mat	mul-	ti-	ply		
cir-	cum-	cize	u-	ni-	verse		
coun-	ter-	point	ul-	tra-	sound		

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Unit Thirty-Six Suffixes

When two-syllable prefixes form a word of four or more syllables, there is usually secondary stress on the first syllable, no stress on the second, and primary stress on the third. The remaining syllables are unstressed.

Listen carefully and repeat the next examples after the speaker.

1	-	1	-	-	190	
an-	te-	ce-	dent			THE STATE
an-	ti-	so-	cial			
au-	to-	ma-	tic			
cir-	cum-	ven-	tion			
coun-	ter-	clock-	wise			
hy-	per-	ac-	tive			
hy-		der-	mic			
in-	ter-	ac-	tion			
mi-	cro-	sco-	pic -			
mon-	0-	lin-	gual			
po-	ly-	es-	ter			
u-	ni	ver-	sal			
mul-	ti-	na-	tion-	al		
ul-	tra-	vi-	0-	let		

Some exceptions to this pattern are as follows. Listen, then repeat after the speaker.

Ехам	PLES			
1	_	_	1	
au-	to-	mo-	bile	

/	1	-		1	1	-	-
an-	ti-	ci-	pate	mo-	nop-	0-	ly
an-	ti-	pa-	thy	mo-	nog-	a-	mous
an-	tiq-	ui-	ty	mo-	not-	0-	ny
an-	tith-	e-	sis				

Suffixes are additions of one or more syllables that may be attached to the end of words. They usually have a grammatical function. For example, they can change the part of speech of a basic word, change the tense of a verb, and change the form of an adjective.

It is important to pronounce suffixes clearly, with the proper stress. They are almost always unstressed: Say the vowel sound quickly and with your mouth almost closed, but pronounce the consonant sounds in these syllables distinctly.

After the speaker, repeat the following words that end in unstressed one-syllable suffixes.

Noun su	iffixes	
-ance	im-por-	tance
-ant	im-por-	tant
-ate	grad-u-	<i>a</i> te
-ee	em-ploy-	ee
-ence	oc-cur-	rence
-ent	cur-	rent
-er	driv-	er
-ist	so-cial-	ist
-ment	gov-ern-	ment
-sion	ex-pan-	sion
-some	hand-	some
-tion	at-ten-	tion

EXAMPLE	s	
Adject	ive suffixes	
-al	mu-si-	cal
-ate	grad-u-	ate .
-ent	cur-	rent
-er	brav-	er
-est	brav-	est
-ful	help-	ful
-ic	au-to-mat-	ic
-ive	ex-ces-	sive
-le	mul-ti-	ple
-ous	jeal-	ous

Verb suffixes							
		-		6.03	illiga neov		
-ed	want-	ed					
-es	us-	es					
-ing	read-	ing					

A .J	erb suffix			
auve	an sum	_		2
-ly	slow-	ly	rap id	ly
			rap <i>i</i> d hap p <i>i</i>	ly

The following one-syllable suffixes are exceptions to the unstressed pattern. They have secondary stress. Repeat them after the speaker.

EXAMPLES				
Noun su	ffixes			
	1	-	1	
-day	hol-	i-	day	
-graph	phot-	0-		
-tude	at-	ti-	tude	

EXAMPLI	S			
Verb	suffixes			
	1	-	1	
-ate	grad-	u-	ate	
-fy	qual-			
-ize	crit-	i-	cize	

The noun suffix **-eer** has primary stress. Repeat the next example after the speaker.

EXAM	PLES				
/	_	1	1	-	1
pi-	0-	neer			neer teer

The adjective suffix **-ese** has primary stress. Repeat the example after the speaker.

Examples					
1	-	1	1	-	1
Jap-	a-	nese	Le-	ba-	nese
			Su-	da-	nese

Some suffixes have two syllables. Both are unstressed.

Repeat the following examples after the speaker.

Noun su	ffixes		
		-	- 1
-ator	sen-	a-	tor
-apher	ste-nog-	ra-	pher
-eter	ther-mom-	e-	ter
-ison	u-	ni-	son
-ity	na-tion-al-	i-	ty
-ogy	bi- o-	lo-	gy

Examples			
Adjecti	ve suffixes		
		-	- A SEED.
-able	ca-	pa-	ble
-ian	Ca-na-	di-	<i>a</i> n
-ible	sen-	si-	ble
-ical	rad-	i-	cal
-ier	pret-	ti-	er
-iest	sil-	li-	est
-ior	su- pe-	ri-	or
-ory	sen-	So-	ry

EXAMPLES			
Adverb	suffixes		
	Transport All	7	-
-ally	prac-ti-	cal-	ly
-ately	pri-	vate-	ly
-ently	per-ma-	nent-	ly
-ively	com-pe-ti-	tive-	ly
-ously	ser-i-	ous-	ly

The following two examples are exceptions to the pattern. They have primary stress on the first syllable of the suffix. Listen and repeat the words after the speaker.

Examples		
	e deser l ent des sins	
(noun suffix)	for-ma-tion	
	1	
(adverb suffix)	e-vi-dent-ly	

Now repeat the following nouns that have secondary stress on the first syllable of the suffix.

Ехамр	XAMPLES		
1	-	1	
in-	ven-	to-	ry
dic-		ta-	tor
me-	di-	a-	tor
so-	cia-	lis-	m

Some suffixes may cause the stress of the basic word form to shift to another syllable. Repeat the examples after the speaker.

EXAMPLES	
- /	/ -
a-pol-o-gy	a-pol-o-get-ic
1	1
cu-ri-ous	cu-ri- os- i-ty
- 1	1-
e- con- o-my	ec-o-nom-ics
1	- 1 -
i-ro-ny	i- ron- ic
- /	1 -
ne-go-ti-ate	ne-go-ti-a-tion

pho-to-graph	ph o-tog- ra-pher	pho-tog-ra-phy
1	1 -1 -	(sillar error)
pol-i-tics	pol-i-ti-cian	
1 -	1 -	, 1
pub-lie	pub-li-ca-tion	pub-lic-i-ty
1 -	- 1 -	
schol-ar	scho-las-tic	



Unit Thirty-Seven Sentence Stress

Introducing the Patterns

When several words are spoken together in a phrase or sentence, certain words are stressed and others are spoken more softly and quickly.

Stressed Words

Four types of words are stressed in a sentence or phrase. Say them a little louder than the unstressed words. Following are examples of sentences containing only stressed words.

1. Most <u>content</u> words—nouns, verbs, adjectives, and adverbs.

Listen to the following examples of sentences formed with only content words. Repeat each sentence, imitating the speaker's stress pattern.

EXAMPLES

Charles Jones taught English. Shirley reads aloud every day. Aunt Janet always makes long-distance calls. Jason plays basketball.

2. Interrogative words—who, whose, when, where, why, what, and how—when they begin questions.

Repeat these examples after the speaker.

EXAMPLES

Where's Mary's school? Why's Charlie leaving? When's Sally's party? Who's coming? 3. Demonstrative pronouns—<u>this</u>, <u>that</u>, <u>these</u>, and <u>those</u>—when not followed by a noun.

Listen to the next examples and repeat the examples after the speaker.

EXAMPLES

What's this? Why are these here? That's Jessica's ball. We wanted those.

4. Possessive pronouns—<u>mine</u>, <u>yours</u>, <u>his</u>, <u>hers</u>, ours, theirs.

Listen to the following examples and repeat them after the speaker.

EXAMPLES

That ticket's mine. David sold his.

This is yours. We bought ours yesterday. Barbara got hers. They gave theirs away.

Unstressed Words

There is no stress on most function words in a phrase or sentence. Here, you will find these words broken down into 13 groups. Say them quickly, but be sure to pronounce the consonants clearly. The unstressed words are printed in *italics*.

Do not stress:

1. The articles a, an, the.

Listen to your CD and repeat these examples after the speaker, trying to imitate the speaker's stress pattern.

EXAMPLES			
a dog	an apple	the chair	

2. Prepositions, such as <u>to</u>, <u>from</u>, <u>with</u>, <u>in</u>, <u>on</u>, <u>through</u>, <u>for</u>, <u>by</u>, <u>over</u>, <u>under</u>, etc.

Repeat the following examples after the speaker.

EXAMPLES

for a dog to the hospital
with an apple around the room
on the chair over the hill
in the house after the concert
through the door
of a family

3. The subject pronouns <u>I</u>, <u>you</u>, <u>he</u>, <u>she</u>, <u>it</u>, <u>we</u>, and <u>they</u>.

Repeat these examples after the speaker.

EXAMPLES

I know the lesson.

You found the book on the shelf.

She tells secrets to everybody.

He talks on the phone too much.

We eat fish on Fridays.

They travel to Europe a lot.

4. The possessive pronouns <u>my</u>, <u>your</u>, <u>his</u>, <u>her</u>, <u>our</u>, their.

Repeat these examples after the speaker.

EXAMPLES			
my car	her dress	our house	
your friend	his brother	their camera	

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EXAMPLES

I saw him. They warned you.
They told me. My dad helped us.
We asked her. Put them on the table.

6. The demonstrative adjectives—this, that, these, and those—when followed by a noun.

Repeat the next examples after the speaker.

EXAMPLES

This book is interesting. She bought that house.

We like these shoes.

Those boys talk too loud.

7. Forms of the verb <u>be—am</u>, <u>are</u>, <u>is</u>, <u>was</u>, <u>were</u>, <u>aren't</u>, <u>isn't</u>, <u>wasn't</u>, <u>weren't</u>.

Say the following examples after the speaker.

EXAMPLES

I am here.

We were in the garden.

He is a tall man.

He wasn't late.

They are all sick.

8. The expressions <u>there is</u> and <u>there are</u>. Repeat the examples after the speaker.

EXAMPLES

There is a car in the driveway.

There is one apple in the basket.

There is jewelry in that box.

There are too many cars on the road.

There are five people in the family.

9. The to before a verb.

Say the following examples after the speaker.

EXAMPLES

He needs to work.

I like to eat early.

My mother loves to cook.

We want to see the whole movie.

10. Auxiliary verbs, such as <u>am</u>, <u>is</u>, <u>are</u>, <u>was</u>, <u>were</u>, <u>do</u>, <u>does</u>, <u>did</u>, <u>have</u>, <u>has</u>, <u>had</u>, <u>isn't</u>, <u>wasn't</u>, <u>didn't</u>, etc.

Listen to the following examples and repeat them after the speaker.

EXAMPLES

I am working in the house.

She is talking on the phone.

He was helping them.

When do we start school?

Why does he travel so much?

Have you done your work?

We have been working all day.

He had always told the truth.

They had had a bad day.

11. Modal auxiliaries, such as <u>can</u>, <u>must</u>, <u>have to</u>, <u>should</u>, <u>could</u>, would, etc.

Repeat these examples after the speaker.

EXAMPLES

John can come.

Joe has to work.

Sam should leave.

We would like to help.

You mustn't go in the street.

Kathy doesn't have to work.

12. Who, whose, when, where, why, what, and how in the middle of a sentence.

Listen to these examples and repeat them after the speaker.

EXAMPLES

Jenny has a cousin whose name is Smith. Do you know where she lives? Only Courtney knows why she said that. He didn't tell me when to come. I can figure out how to do it.

13. Other short function words, such as <u>and</u>, <u>but</u>, <u>or</u>, <u>so</u>, <u>not</u>, <u>if</u>, <u>as</u>, <u>because</u>, <u>whether</u>, <u>since</u>, <u>until</u>, <u>though</u>, <u>although</u>.

Repeat the following examples after the speaker.

EXAMPLES

Mary and Bob have plenty of food, such as sandwiches, cakes, and cookies.

Joe, not John, has been here since noon.

Scott was worried because his wife was so late. I'll stay until he calls, then I'll leave so you

can study.

Although you're sick, you can eat with Carolyn or Sue.

I don't know whether he was late or not.

If you eat that much, you'll be as sick as a dog.

Exceptions

- The negative modal, can't, is usually stressed.
- When auxiliary verbs and modal auxiliaries are not followed by a verb, they have strong stress.

Listen to the following examples and repeat them after the speaker.

EXAMPLES

She can't help him with the cooking.

I'll come to the party if I can.

We would lend you the car if we could.

Carol has a new car, but Margaret doesn't.

He doesn't know I'm unhappy, but I am.

Practice for Mastery

Now practice the stress patterns discussed in this unit by repeating the following sentences after the speaker.



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EXAMPLES

The money is in the bank.

He came over to talk to me.

She can help him with the cooking.

I should buy a new dress for the wedding.

We could lend you our car.

I will send you a letter tomorrow.

They're walking to the store.

He didn't work because he was sick.

Karen and Danny stayed until they knew whether or not Val was coming.

 Any word can be given extra stress to emphasize or clarify a statement.

In the examples that follow, emphasis is shown in boldface. Listen, and repeat each sentence after the speaker.

XAMPLES	
	Meaning
I wanted to go to	(not the movies.)
the circus .	
They didn't go	(They went to Paris,
to France.	Virginia!)
I lost my ring on my way to the store.	(not from the store.)
He gave her the	(I didn't give her the
noney.	money.)
He gave her the	(He didn't lend her
money.	the money.)
He gave her the	(He didn't give the
money.	money to me.)
He gave her the	(He didn't give her
money.	the car.)

Be careful not to use extra stress if you do not intend special meaning.

Next, listen to the following paragraph, paying close attention to the stress patterns.

Learning to speak a language is a little like learning to dance. They both take a long time to master, but are fun from the beginning. Both require interaction with another person, who is saying or doing something different. Fluent speakers and good dancers don't have to think about their skills. They perform them naturally. To acquire these skills, you need a lot of practice and patience. Encouragement from someone else helps a great deal.

Now, repeat the paragraph, one phrase at a time, after the speaker.

Learning to speak a language is a little like learning to dance. They both take a long time to master. but are fun from the beginning. Both require interaction with another person, who is saying or doing something different. Fluent speakers and good dancers don't have to think about their skills. They perform them naturally. To acquire these skills, you need a lot of practice and patience. Encouragement from someone else helps a great deal.

Read the paragraph aloud again, practicing the proper stress. Try recording your reading on tape to see if it sounds natural.

Here is another paragraph. Listen to it on your tape, noting the speaker's stress patterns.

Last May we had a surprise party at my house for one of my friends. It was his fiftieth birthday. We invited about thirty people, and most of them were able to come. One couple even traveled all the way from New Jersey. Several people who had been away for a long time were here. Most of the guests hadn't met each other before the party, but they were having a wonderful time talking during the half-hour before the birthday man arrived. It seemed that a very special person

was a magnet for other special people. When he got here, he was really surprised, and happy to see so many friends. It was a good party.

Now, repeat each phrase after the speaker.

Last May we had a surprise party at my house for one of my friends. It was his fiftieth birthday. We invited about thirty people, and most of them were able to come. One couple even traveled all the way from New Jersey. Several people who had been away for a long time were here. Most of the guests hadn't met each other before the party, but they were having a wonderful time talking during the half-hour before the birthday man arrived. It seemed that a very special person was a magnet for other special people. When he got here, he was really surprised, and happy to see so many friends. It was a good party.

Read the paragraph aloud again, comparing your stresses with those of the speaker.

PART FOUR INTONATION PATTERNS



Intonation is the "musical score" of a language. Each "tune" has a special meaning. In the following units, the intonation patterns are represented graphically: A horizontal line means that the words are all delivered at approximately the same pitch level; a rising line means that the pitch rises; a descending line means that it falls.



Unit Thirty-Eight Greetings

Pattern ____

On your CD, listen to the intonation pattern in the following examples, and repeat them after the speaker.

EXAMPLES

Good morning. Be careful. Good afternoon. Drive safely.

Good evening. Say hello to your mother.

Good night. Goodbye.
Hello. Bye.
Thank you

Hi. Thank you.
Excuse me. You're welcome.
Take care. See you later.

When you say the name of the person you are talking to, add a second pattern to the previous greeting:

Now, repeat these phrases.

EXAMPLES

Good morning, Bill.

Good evening, Miss Jones.

Be careful, Emily.

Say hello to your mother, John.



Unit Thirty-Nine STATEMENTS



QUESTIONS

Introducing the Patterns

Pattern 1: _____.

Listen to the speaker's intonation pattern in the following examples of one-phrase sentences, then repeat each sentence after the speaker.

EXAMPLES

She's my sister. They're from Venezuela. I have a dog. It's beautiful. We love it.

We're going to visit them.

He's here.

THE S HETE.

Pattern 2: _________.

Listen to the following examples of two-phrase sentences, and repeat them after the speaker.

EXAMPLES

He's here, but she isn't.

I have a dog, and you have a cat.

She's my sister, and he's my cousin.

When I see him, I'll tell him.

After you get here, have a cup of coffee.

Before you start, take a deep breath.

Introducing the Patterns

Pattern 1: Tag Questions ___/ ?

This is the same pattern used for a greeting followed by a name. (See Unit Thirty-eight.)

Listen to and repeat each of the following sentences after the speaker.

EXAMPLES

He's coming, isn't he? You're a lawyer, aren't you? My sister told you, didn't she? You'll come to my party, won't you?

Pattern 2: Tag Questions Indicating Displeasure ____\?

A message of displeasure can be conveyed through a different intonation pattern. Listen to the same sentences, noting the change in the speaker's tone and repeat each question after the speaker.

EXAMPLES

He's coming, isn't he? You're a lawyer, aren't you? My sister told you, didn't she? You'll come to my party, won't you?

This pattern can also indicate confidence in the response.

As before, repeat the example.

EXAMPLES

The water's nice, isn't it?

Pattern 3: Questions with Question Words_\?

You will note that this is the same pattern as that used in greetings and one-phrase statements. Try to imitate the speaker's tone.

Listen to and repeat each sentence after the speaker.

EXAMPLES

When are you going? Why are you crying? Who is the teacher? Where did he go?

When an answer to your question is suggested, it is on a higher tone:

As before, repeat these examples after the speaker.

EXAMPLES

When are you going, Friday?
Who is the teacher, Miss Smith?
Why are you crying, to make me feel bad?
Where did he go, to the movies?

The answers to the preceding questions have their own pattern: . (pause) .

Repeat these examples after the speaker.

EXAMPLES

Yes. Friday. No. I can't help it. No. Miss Jones. Yes. To the movies.

Pattern 4: Questions Indicating Annoyance ??

Next, repeat these questions that show annoyance through the intonation pattern.

EXAMPLES

Why do you ask? When is he coming? Where did you hear that? Who did this to you?

Pattern 5: Questions Without Question Words _____ ?

Here is the last set of questions. As before, repeat each one after the speaker.

EXAMPLES

Are you happy? Was she there? Will he win? Were they hurt? Do you like it? Did you see it?



Introducing the Patterns

Fundamentally, the intonation pattern used in counting and listing is a series of level and rising tones that end with a final drop in pitch.

Counting

Listen to your CD and repeat the following examples after the speaker.

EXAMPLES

One, two, three, four, five.

Four hundred and thirty-seven, four hundred and thirty-eight, four hundred and thirty-nine, four hundred and forty.

Listing

As before, repeat these examples after the speaker.

EXAMPLES

I need shoes, socks, shirts, and pants.

He ate two hamburgers, french fries, and an ice cream cone.

She likes perfume, chocolates, flowers, and money.

Introducing the Patterns

Pattern 1: When the Question Requires a "Yes" or "No" Answer

Listen to your CD and repeat the questions after the speaker. Then listen for and repeat the answers.

Examples	
Question	Answer
Would you like	No, I would rather
potatoes or carrots?	have fruit.
Are you unhappy or uncomfortable?	No, I feel just fine.
	<u></u>
Will he eat ice cream	Yes, he probably will
or cake?	(but he should be on
	a diet).
Would you like a	Yes, please, I'm thirsty.
drink or something?	

Pattern 2: When the Question Offers a Limited Choice

Questions	Answers
Would you like potatoes or carrots?	I would like carrots
Are you unhappy or uncomfortable?	
Will he eat ice creamor cake?	m He'll have cake.

APPENDIX

Practice in Context

Listen to the following dialogues on your CD and repeat each line after the speaker.



- 1. Can you help me with these boxes, Steve?
 - No. I can't.
 - Why not?
 - They're too heavy. I hurt my back and I'm not supposed to lift anything heavy.
 - Well . . . how am I going to get them upstairs?
 - Call John and see if he'll help you!
- 2. Hi, Carol. How are you?
 - Fine, thanks. How are you Ms. Johnson?
 - Fine. How's school these days?
 - Oh . . . it's O.K. but we have too much homework!
 - Are you going to the game?
 - Yes, are you?
 - No. I have to clean the garage.
 - O.K. . . . see you later.
 - Bye, drive carefully!
- 3. Where are you going, Mom?
 - To the movies. Do you want to come?
 - Oh . . . I'd love to, but I have to go to the library.
 - The library! Wow! I'm really proud of you. Are you doing research?
 - No . . . I'm going to pick up my friends. They need a ride home.
- 4. Come live with me in the city. You'll have lots of fun.
 - I don't like the city. It's too noisy. There's too much traffic and pollution, and there's no place to park. Why don't you come live with me in the country?
 - I hate the country. It's too far away, and there's more traffic out there than in the city. Besides, there's nothing to do there. Don't you get bored?
 - You're looking for an argument, aren't you? I can see we weren't meant for each other.
 - Don't be silly! I think this is a perfect relationship. I really like living alone.



1. More Words to Practice

/ə/ in first syllable:	/I/	/ u /
<i>a</i> bout	did	bush
above	fig	cush <i>io</i> n
<i>a</i> dore	gin	pudding
again	his	cook
ahead	kids	good
<i>a</i> jar	lip	hood
allow	live	rook
alone	pin	stood
annoy	sister	wool
appear	tin	wood
around	win	would
<i>a</i> way	zip	should
<i>e</i> lect	building	
<i>e</i> merge	guild	
<i>e</i> nough	guilty	
essential	quick	
<i>e</i> xact	quilt	
exactly	cymb <i>a</i> l	
object o	hymn	
occasion offend	nymph	

CD 4	/uw/	/iuw/
TRACK 13	mood	pew
	boo hoo	hew
/iy/	coo	Hugh
	– goose	un <i>i</i> ty
need	moon	un <i>i</i> verse
seed	noon	university
deep	soon	usef <i>u</i> l
keep	zoo	usu <i>a</i> l
feel	whose	util <i>i</i> ty
creep	drew	fume
squeeze	grew	huge
<i>e</i> xtreme	Jew	municipal
machine	jewel	mute
squeal	jewelry	puny
lead	stew	
leap	clue	
please	glue	
tease	true	
clean	junior	
floppy	truce	
silly	tune	
lovely		
friendly		

/owr/	1901	/oiy/		CD 4
bore		coin	peg	TRACK 15
gore		Demoir	nes	hew
more		groin		/eə/
store		join		-
tore		loin		jam
dork		boy		can
fork		destroy		fan
forty		enjoy		land
north		joy		pan
short		ploy		ran
worn		soy		van
boor		toy		hand
floor				stand
poor				care
quart				dare
wart				fare
court				glare
your				pare
hoard				stare
roar				fair
				hair
				pair
				bear
				tear

wear

/eiy/		CD 4
crate	refrain	TRACK 16
crave	remain	
fate	stain	/5/
frame	train	-
grape	grey	gone
lame	hey	belong
late	prey	long
plane	whey	prong
same	buffet	song
save	fillet	wrong
state	persuade	call
tame	feign	fall
tape	freight	mall
staple	neigh	tall
clay	reign	wall
fray	weigh	auction
gray	weight	caucus
May	great	daunt
play		gaunt
pray		haunted
stay		jaund <i>i</i> ce
cafe		jaunt
resumé		jaunty
gain		pause
grain		rauc <i>ou</i> s
plain		taut
		caught
		fraught
		haughty

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/ <mark>ɔ</mark> / (cont'd.)	/ae/	CD 4
taught	black	TRACK 17
bawdy	brat	
crawl	cap	/aəow/
dawdle	castle	
flaw	crack	bower
jaw	dad	brown
lawn	dagger	clown
raw	dapper	cow
saw	fasten	flower
tawny	flag	frown
bought	flap	howl
brought	flat	jowl
fought	gag	now
sought	gash	owl
thought	hash	plow
wrought	hat	prowl
oroad	jack	shower
	lack	tower
	lap	town
	map	vowel
	nap	wow
	pack	dou <i>r</i>
	quack	flour
	rack	gouge
	racquet	loud
	sack	mouse
	sash	mouth
	slash	our
	stack	
	tack	
	trash	

/a/	/ar/	/aiy/
father	bar	bride track 18
g <i>a</i> rage	barn	fire
ha ha	car	hire
H <i>a</i> waii	carbs	I'm
wad	carve	I've
wash	dark	invite
watch	far	kind
yacht	farmer	quite
bother	farther	trite
clock	jar	twice
crop	lard	denied
flop	park	dried
mop	star	fried
office	starve	tie
plot	tar	tried
stock		blight
stop		flight
top		might
entree		plight
ennui		sigh
		slight
		haiku
		height
		cry
		cypress
		fry
		my
		buy <i>e</i> r
		dye
		lye

CD 4 TRACK 19

2. Pronunciation differences when the letter \underline{e} is added to a one-syllable word

/1/	/aiy/	/aə/	/eiy/
bid	bide	bad	bade
hid	hide	mad	made
rid	ride	cam	came
Sid	side	dam	dame
dim	dime	gam	game
Tim	time	lam	lame
din	dine	Sam	same
fin	fine	sham	shame
pin	pine	tam	tame
win	wine	ban	bane
grip	gripe	can	cane
pip	pipe	Dan	Dane
rip	ripe	pan	pane
trip	tripe	Pttt	parie and
		/ae/	/eiy/
		fad	fade
		lad	lade
		gap	gape
		rap	rape
		cat	Cate
		hat	hate
		mat	mate
		Nat	Nate
		rat	rate

CD 4		/a/	/ow/
TRACK 20		rob	robe
		cod	code
/a/	/eə/	mod	mode
		— nod	node
bar	bare	rod	rode
car	care	Tom	tome
far	fare	cop	cope
mar	mare	hop	hope
par	pare	mop	mope
star	stare	slop	slope
tar	tare	dot	dote
		not	note
/a/	/eiy/	tot	tote
wad	wade	/ E /	/ iy /
		met	mete
		pet	Pete
		/^/	/uw/
		rub	rube
		tub	tube
		dud	dude
		dun	dune
		/ _M /	/iuw/
		cut	cute